

**METACOGNITIVE STRATEGY USED BY FOURTH AND EIGHTH  
SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM  
AT ISLAMIC INSTITUTE (IAIN) PALANGKA RAYA**

**THESIS**

**Presented to the Department of Language Education of  
the Faculty of Teacher Training and Education of the State Islamic Institute  
of Palangka Raya in Partial Fulfillment of the Requirement for the Degree of  
*Sarjana Pendidikan***



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*Wassalamu'alaikum Wr. Wb.*

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**METACOGNITIVE STRATEGY USED BY FOURTH AND EIGHTH  
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**ABSTRACT**

The purpose of this study is investigate about the difference in reading strategy used by fourth and eighth semester students of English Education Study Program at State Islamic Institute Palangka Raya.

This study, the authors used quantitative approach with comparative design, in which the author used a questionnaire to evaluate the response of students who use the reading strategy. The population in this study is the fourth semester students and eighth semester students in English Education Study Program at State Islamic Institute Palangka Raya totaling 156 students. In this study, there were fourth and eighth semesters students, fourth semester were 74 students while the eighth semester were 82 to students. To know the reading strategy that they used, researchers used the metacognitive strategy (Global-reading strategies, problem-solving strategies and support strategies). The authors use the formula T-test to test the hypothesis.

Results of test using manual counting and SPSS 18.0 indicates that the value to be smaller than T-table at a significance level of 5 % and 1 % ( $1.59 > 1.577 < 2.08$ ). It means  $H_a$  is rejected and  $H_o$  is accepted. The results of hypothesis testing determines that the alternative hypothesis (  $H_a$  ) stated that there is significant difference between reading strategies that be use fourth and eighth semester students of English Education Study Program at State Islamic Institute Palangka Raya is rejected . Meanwhile, the null hypothesis ( $H_o$ ) stated that there is no significant difference between fourth and eighth semester students of English Education Study Program at State Islamic Institute in Palangka Raya is received. Although there is no significant difference, based on the questionnaire there is difference result between the eighth semester students and the fourth semester students in using reading strategy. The eighth semester students are better than the fourth semester students. The questionnaire results fourth semester students mean = 3,37, they sometime use reading strategy in reading a text and eighth semester students mean = 3,50, they usually use reading strategy in reading a text. Then, the fourth and eighth semester students always use global strategies of metacognitive strategies in reading strategy.

**Key Word:** metacognitive strategies, reading strategy, significant of reading strategy

## **PENGUNAAN STRATEGI METACOGNITIF OLEH MAHASISWA SEMESTER EMPAT DAN DELAPAN JURUSAN BAHASA INGGRIS DI INSTITUT AGAMA ISLAM NEGERI (IAIN)PALANGKA RAYA**

### **ABSTRAK**

Tujuan penelitian ini adalah untuk meneliti apakah ada perbedaan strategi membaca yang digunakan mahasiswa semester empat dan semester delapan jurusan bahasa inggris di institut agama islam negeri (IAIN) Palangka Raya.

Dalam penelitian ini, penulis menggunakan desain comparative , dimana penulis menggunakan angket untuk mengetahui respon siswa yang menggunakan strategi membaca. Populasi dalam penelitian ini adalah mahasiswa semester empat dan semester delapan jurusan bahasa inggris di institute agama islam negeri Palangka Raya yang berjumlah 156 siswa. Dalam penelitian ini, ada dua semester empat dan delapan, semester empat berjumlah 74 siswa sedangkan semester delapan berjumlah 82 siswa. Untuk mengetahui strategi membaca yang mereka gunakan peneliti menggunakan metacognitive strategi (global-reading strategies, problem-solving strategies dan support strategies). Dalam penelitian ini, penulis menggunakan rumus tes t untuk menguji hipotesis.

Hasil test dengan menggunakan penghitungan manual dan spss 18.0 menunjukkan bahwa nilai  $t_o$  lebih kecil dari  $t_{table}$  pada taraf signifikansi 5% dan 1% ( $1.59 > 1.577 < 2.08$ ). Ini berarti  $H_a$  ditolak dan  $H_o$  diterima. Hasil dari pengujian hipotesis menentukan bahwa hipotesis alternatif ( $H_a$ ) menyatakan bahwa ada perbedaan yang significant antara reading strategies yang digunakan semester empat dan semester delapan jurusan bahasa inggris di institut agama islam negeri (IAIN) Palangka Raya yang ditolak. Sementara itu, hipotesis nihil ( $H_o$ ) menyatakan bahwa ada perbedaan yang tidak significant antara semesters empat dan semester delapan jurusan bahasa inggris di institute agama islam negeri (IAIN) palangka raya yang di terima. Meskipun tidak ada perbedaan yang signifikan, berdasarkan angket ada perbedaan hasil antara mahasiswa semester delapan dan mahasiswa semester empat. Semester delapan lebih baik daripada semester empat dalam menggunakan strategi membaca. Hasil angket siswa semester empat dengan rata-rata 3,37 mereka kadang-kadang menggunakan strategi dalam membaca teks dan siswa semester delapan dengan rata-rata 3,50 mereka selalu menggunakan strategi dalam membaca teks. Kemudian, siswa semester empat dan semester delapan selalu menggunakan global strategi dari metacognitive strategi dalam strategi membaca.

Kata Kunci: metacognitive strategi, strategi membaca, yang signifikan dari strategi membaca

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The writer realizes that the study is still far from the perfectness, therefore some constructive critical and suggestions are welcomed. Finally, may Allah always blesses us.

**Palangka Raya,     Oktober 2016**

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## **DECLARATION OF AUTHENTICATION**

In the name of Allah,

I myself make declaration that this thesis entitled **READING STRATEGY USED BY FOURTH AND EIGHTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT STATE ISLAMIC INSTITUTE PALANGKA RAYA**, is truly my own writing. So, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

**Palangka Raya, Oktober 2016**  
**My own declaration**

**NIA ASRARIAH**  
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## DEDICATION

Thanks to Allah SWT for giving me everything and also my prophet Muhammad Shalallahu alaihi wasallam. This thesis is dedicated to some special people in my life as follows:

1. My wonderful parents Mr. Kornadi and Mrs. Norhiyah. Thanks for your love, affection, praying and encouragement for my study that I could not repay with such a greatest things.
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**MOTTO**

*Membaca adalah jendela ilmu*

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>APPROVAL OF THE THESIS ADVISORY COMMITTEE .....</b>	<b>ii</b>
<b>OFFICAL NOTE .....</b>	<b>iii</b>
<b>LEGALIZATION OF THESIS EXAMINING COMMITTEE .....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>ACKNOWLEDGMENTS .....</b>	<b>vii</b>
<b>DECLARATION OF AUTHENTICATION.....</b>	<b>ix</b>
<b>DEDICATION.....</b>	<b>x</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>TABLE OF CONTENTS.....</b>	<b>xii</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF FIGURE OR CHART .....</b>	<b>xv</b>
<b>LIST OF ABBREVIATIONS .....</b>	<b>xvi</b>
<b>LIST OF APPENDICES .....</b>	<b>xvii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the study .....	1
B. Problem of the Study .....	4
C. Objective of the Study .....	4
D. Hypothesis .....	5
E. Variable of the Study .....	5
F. Assumption .....	5
G. Significance of the Study .....	5
H. Scope and Limitation of the Study .....	6
I. Definition of key term .....	6
J. Framework of the discussion .....	7
<b>CHAPTER II REVIEW RELATED STUDY .....</b>	<b>9</b>
A. Previous Studies.....	9
B. Reading .....	11

1. The Nature of Reading.....	11
2. Problems in reading .....	13
3. The Process of Reading .....	14
C. Reading Strategy.....	28
1. Nature of Reading Strategy .....	28
2. Benefit of Reading Strategy.....	29
3. Metacognitive Strategies .....	30
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>35</b>
A. Research Design .....	35
B. Place and Time of Study.....	35
C. Population and sample .....	36
1. Population.....	36
2. Sample .....	36
D. Instruments of the Study .....	37
1. Questionnaire.....	37
2. Documentation.....	39
E. Research Instrument try out.....	39
F. Research Instrument Reliability .....	40
G. Research Instrument Validity .....	42
H. Data Collection Procedures .....	44
I. Data Analysis .....	45
<b>CHAPTER IV RESULT OF THE STUDY .....</b>	<b>48</b>
A. Descriptions of the Data .....	48
B. Result of the data .....	85
C. Discussion.....	90
<b>CHAPTER V CLOSURE .....</b>	<b>92</b>
A. Conclusion .....	92
B. Suggestion.....	93

## REFERENCES

## APPENDICES

## LIST OF TABLES

Table	Page
2.1 Categorization and Description of EFL Reading Strategies .....	33
3.1 Number of Students .....	37
3.2 Categorization and Description of EFL Reading Strategies .....	38
3.3 Frequency Scales of Strategy Use.....	39
3.4 Result of Try Out .....	40
3.5 Test Items Specification.....	42
4.1 The Questionnaire Result of Students' Reading Strategy Use Fourth Semester Students .....	49
4.3 The Questionnaire Result of Students' Reading Strategy Use Eighth Semester Students .....	53
4.5 The Comparison Question Result between Fourth and Eighth Semester Students.....	57
4.6 The Percentage Calculation Result .....	61
4.9 The Questionnaire Result of Students' Responds in fourth semesters Students.....	68
4.17 The Questionnaire Result of students' Responds in eighth semesters Students.....	76
4.25 The Result of T-Test Using Manual Calculation .....	88

## LIST OF FIGURE OR CHART

Figure	page
4.2 The Questionnaire of Students' Response in Fourth Semester Students .....	52
4.4 The Questionnaire of Students' Response in Eighth Semester Students .....	56
4.10 The Percentage Students' Respond in Global Strategies .....	71
4.12 The Percentage Students' Respond in Problem-solving Strategies .....	73
4.14 The Percentage Students' Respond in support strategies.....	74
4.16 The Percentage Students' Respond in Metacognitive Strategies .....	76
4.18 The Percentage Students' Respond in Global strategies.....	80
4.20 The Percentage Students' Respond in Problem-solving Strategies .....	81
4.22 The Percentage Students' Respond in support strategies.....	83
4.24 The Percentage Students' Respond in Metacognitive.....	84
 Chart	 page
4.7 Result of Respond Strategy Use by Fourth Semester Students.....	67
4.8 Result of Respond Strategy Use by Eighth Semester Students.....	67
4.11 The students' Respond in Global Strategies .....	72
4.13 The students' Respond in Problem-solving Strategies .....	74
4.15 The students' Respond in Support Strategies .....	75
4.19 The students' Respond in Global Strategies .....	81
4.21 The students' Respond in Problem-solving Strategies .....	82
4.23 The students' Respond in Support Strategies .....	84

## **LIST OF ABBREVIATIONS**

Df	: Degree of Freedom
SPSS	: Statistical Package for Service Solution/ Statistical Package for Social Science
IAIN	: Institute Agama Islam Negeri
M	: Medium
H	: Higher



**LIST OF APPENDICES**

Appendix	1	Research Instrument
Appendix	2	The students' Name and Code
Appendix	3	The descriptions of Score
Appendix	4	Students' Questionnaire Product
Appendix	5	The measurement of Instruments
Appendix	6	Students' Respond of Items
Appendix	7	Documentation
Appendix	8	Letters
Appendix	9	Curriculum Vitae

## CHAPTER I

### INTRODUCTION

This chapter covers the background of the study, problem of the study, objective of the study, significance of the study, scope and limitation of the study, and definition of key term.

#### **A. Background of the study**

Reading is an important skill in learning English. Ya li lai, et all stated reading is a fundamental and critical skill for students to achieve academic success. If students cannot read well, the door towards the path of learning will most often be closed before them.<sup>1</sup> According Insert English, Reading is one of the four necessary important language skills for those learning English as a second or foreign language (ESL/EFL), for academic success and for professional development.<sup>2</sup> In line with this, dedy khisbullah explain, Reading is an active, fluent process which involves the reader and the reading material in building meaning.<sup>3</sup> This also explains that the important thing in reading process is to understand the meaning revealed the writer. The meaning does not only exist in the printed page and the head of the writer. Its importance produce higher percentage of reading subject in tertiary education, particular by IAIN palangka Raya.

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<sup>1</sup> Ya Li Lai, Yu-Jung Tung, Shu-Ying Luo. 2008. *Theory of Reading Strategies and Its Application By Efl Learners: Reflections On Two Case Studies*. Taipei. Municipal University Of Education. P. 135

<sup>2</sup>Insert English,2009. *Prepare for English IELTS (skill and strategies book two reading and writing)*. Jakarta. PT. GramediapustakaUtama..Edisi Indonesia. P.4,8.

<sup>3</sup> Dedy. Khisbullah. *improving the students' reading Comprehension through retelling Technique*. Sekolah Tinggi Agama Islam Negeri salatiga.2012, p 25

Reading comprehension skills are important for English language learners. Lisa B Thomas stated, reading comprehension is a critical aspect of the reading process.<sup>4</sup> In addition, Nurman Antoni explain, Reading comprehension is the reader activity to understand and to get information from a text with the simultaneous process.<sup>5</sup>

However, despite its importance, to read and comprehend text is not easy. For students, reading strategies include looking for main ideas, guessing a new words from context, and making inferences. As Block stated that reading strategies used by students were different.<sup>6</sup> Students have their own strategies in reading in order to adapt with their level in gaining the information from the materials that they read. The strategies which are appropriate to the text materials will support the students to comprehend the text materials well. Without any strategies, it is difficult to get the information and comprehend the meaning of the text. The students reading strategies were different according to their personal characteristics, such as grade levels, academic majors, enjoyment of reading English materials, self-perception of being a proficient English reader, and gender. They are high-level reading strategies that acquire the readers to infer from surrounding context.

According to Riyanti, learning objectives in the highest level of reading

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<sup>4</sup> Lisa B Thomas. 2012. *Evaluating a Brief Measure of Reading Comprehension for Narrative and Expository Text: The Convergent and Predictive Validity of the Reading Retell Rubric*. Lehigh University.

<sup>5</sup> Nurman Antoni.2010. *Exploring Efl Teachers' Strategies In Teaching Reading Comprehension* Indonesia University of Education. Jurnal penelitian pendidikan, vol.11 no. 2 p. 3

<sup>6</sup> Sri Dafiyanti, Endang Susilawati and Eni Rosnija. *The Correlation Between Students' Reading Strategies And Their Reading Comprehension Ability In Reading Academic Text*, Pontianak. English Education Study Program, Teacher Training and Education Faculty of Tanjungpura University. P. 3

subjects in English Education Study Program are to comprehend various kinds of reading texts, recognizing discourse markers, getting overall impression of the texts, and applying various reading techniques. As noted earlier, students' biggest reading problem is insufficient vocabulary knowledge. If there are too many unfamiliar words in a passage, it is difficult for students to get the main idea of the passage.<sup>7</sup>

Reading strategy is an important for help student to comprehend the text. Laphatrada O' Donnell stated reading strategies helped students to reasonably guess the meanings of unknown words by using context clues. The students also thought that the reading strategies benefited and facilitated their general overall reading comprehension.<sup>8</sup> According to N. J. Anderson Reading strategy is the mental activity that readers use in order to construct meaning from a text. reading strategies they describe are keeping the purpose for reading the text in mind, using title to infer what information might follow, skimming quickly to get the gist of the text, scanning for specific information on the text, associating ideas to what the reader has already known, taking notes, paraphrasing, guessing the meaning of a word from context, summarizing and so on.<sup>9</sup> it is important to use appropriate strategies in different text materials. In addition, the fourth semester students in English

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<sup>7</sup> Sri DafiYanti, Endang Susilawati and Eni Rosnija. *The Correlation Between Students' Reading Strategies And Their Reading Comprehension Ability In Reading Academic Text*, Pontianak. English Education Study Program, Teacher Training and Education Faculty of Tanjungpura University. P. 2

<sup>8</sup> Laphatrada O' Donnell.2013, *The Effects of Reading Strategy Use on the Formative and Summative Test Scores of Thai EFL University Learners*. Burapha University, Language Institute, Longhard Road, Bangsaen Road, Saensook District. Chonburi, Thailand. P.5

<sup>9</sup> Anne Ratna S. 2014. *The Use of Cognitive Reading Strategies to Enhance EFL Students' Reading Comprehension*. STKIP Garut, West Java, Indonesia. International Journal of Education (IJE), Vol. 2, No. 1. P. 3

Education Study Program who are learn about reading subjects and eighth semester students in English Education study program who have taken reading subject from the first semester until the fourth semester should have the ability in reading comprehension well.

Based on this explanation above, the writer assumes that the students who have finished learn some reading subjects have the ability in reading comprehension well. Thus, it can be the reason why the writer is interested to conduct a research on this field. The writer would like to conduct the study with the title:

**Reading Strategy Used By Fourth and Eighth Semester Students of English Education Study Program at State Islamic Institute Palangka Raya**

**B. Problem of the Study**

Based on the background of the study, the researcher formulates the problem as below:

1. What are the metacognitive strategies used by fourth and eighth semesters English Education Study Program?
2. Is there any difference between reading strategies used by the fourth and the eighth semester students?

**C. Objective of the Study**

Related to the problem of the study, the objectives of the study are:

1. To know the metacognitive strategies used by fourth and eighth semesters students.

2. To know the difference between reading strategies used by fourth semester students and those used by the eighth semesters students.

#### **D. Hypothesis**

There are two hypotheses of the study:

H<sub>a</sub>: There is significant difference between reading strategies used by fourth and eighth semester students.

H<sub>o</sub>: There is no significant difference between reading strategies used by fourth and eighth semesters students.

#### **E. Variable of the Study**

According to Donald Ary variable is a construct or a characteristic that can take on different values or score.<sup>10</sup> In this study there are two variables.

1. Variable X is reading strategies fourth students semester
2. Variable Y is reading strategies eighth students semesters

#### **F. Assumption**

The study conducted under the assumption eighth semester students more variations and higher frequency of reading strategy use different strategies in reading compared to the fourth semester students.

#### **G. Significance of the Study**

The result of this study is expected to have two significances:

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<sup>10</sup>Donal, Ary (et, all), *Introduction to Research in Education (Eight edition)*, United State: Wadsworth (engage learning).

1. Theoretical: the result of this study could give a contribution to support theories of reading strategy, especially to find out kind of reading strategies in reading classroom of tertiary education.
2. Practical: This study could be useful as a source of information for the library of the State Islamic Institute of Palangka Raya, and other researchers in future who used the result of this study as an additional reference in carrying out further research.

#### **H. Scope and Limitation of the Study**

The study conducted in the fourth and eighth semesters of reading class of State Islamic Institute of Palangka Raya. This study only to investigate the different between reading strategies used by fourth semester students and eighth semesters students. Using reading strategy is limited metacognitive strategy in teaching and learning process especially when the lecturer teaches Reading subject. Besides, this study is limited to the reading strategy use metacognitive strategy in English learning.

#### **I. Definition of key term**

1. Reading can define as a thinking proses and it can be a communicative skill. Reading is a fundamental tool to acquire knowledge from a subject and is a basic skill upon which all formal education depends. Reading is not easy to master and most students do not know how to read effectively and efficiently. According to Gunning there are six factors that are responsible for poor reading, including "(a) lack of basic decoding skills or fluency, (b) lack of academic vocabulary, (c) limited vocabulary, (d)

overuse of background knowledge, (e) failure to read for meaning, and (f) lack of strategies or failure to use strategies". The last factor is what this study is concerned with- lack of strategies or failure to use strategies in the process of reading comprehension.<sup>11</sup> Reading is an important skill in learning English

2. Reading strategy is the mental activity that readers use in order to construct meaning from a text.<sup>12</sup> Reading strategy referred to as technique, tactics, potentially conscious plans, consciously employed operations, learning skill, basic skills, functional skills, cognitive abilities, language processing strategies, problem-solving procedures. According Alderson believes that "the use of reading strategies is regarded as being conducive to successful reading comprehension despite the complex nature of the reading process, which invokes both the L2 reader's language ability and reading ability". Metacognitive strategy are overviewing and talking with already known material, paying attention, finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, seeking practice opportunities, self-monitoring, and self-evaluating.<sup>13</sup>

## **J. Framework of the discussion**

The frameworks of the discussion of this study are:

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<sup>11</sup> Zohreh Yousefvand, Ahmad Reza Lotfi. 2011. *The Effect of Strategy-Based Reading Instruction on Iranian EFL Graduate Students' Reading Comprehension and Their Attitudes toward Reading Strategies Instruction*. Iran. Islamic Azad University. P. 39

<sup>12</sup> Anne Ratna S, *The Use Of Cognitive Reading Strategies To Enhance EFL Students' Reading Comprehension*, STKIP Garut, West Java, Indonesia, International Journal of Education (IJE), Vol. 2, No. 1, March 2014. Hal 3

<sup>13</sup> Ibid. p.1



Chapter I : Introduction that consist of the background of the study, problem of the study, objective of the study, hypothesis, significance of the study, scope and limitation of the study, variables of the study, definition of key terms, framework of the discussion.

Chapter II : Review of related literature that consists of the previous studies, nature of reading, Nature of reading strategy.

Chapter III : Research Method that consist of research design, population and sample of the study, instruments of the study, data collection procedures, data analysis procedure.

Chapter IV: Result of the study, descriptions of the data, result of the data, discussion.

Chapter V: Closure, conclusion, suggestion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter covers theories closely to the study namely previous studies, nature of reading, level of reading comprehension, factors affecting reading comprehension

#### **A. Previous Studies**

Related to the study, before conducting the study, the writer reviews some related previous studies. These previous studies give a view about the issues discussed in the study. There were two previous studies related to this topic. The writer took the thesis written by Kouider Mokhtari and Carla A. Reichard entitled: Assessing Students' Metacognitive Awareness of Reading Strategies, Lawrence Jun Zhang entitled: Chinese senior high school EFL students' metacognitive awareness and reading-strategy use, and Prof. Dr. Hidayet Tok, et al entitled: Assessing Metacognitive Awareness And Learning Strategies As Positive Predictors For Success In A Distance Learning Class",

First previous study was Kouider Mokhtari and Carla A. Reichard's. This study investigated Assessing Students' Metacognitive Awareness of Reading Strategies. the Metacognitive Awareness of Reading Strategies Inventory, which is designed to assess adolescent and adult readers' metacognitive awareness and perceived use of reading strategies while reading academic or school related materials. There were 3 strategy subscales

or factors: Global Reading Strategies, Problem-Solving Strategies, and Support Reading Strategies. The reliability and factorial validity of the scale were demonstrated. After a brief review of the literature, the development and validation of the instrument are described, and its psychometric properties are discussed. In addition, directions for administering and scoring the instrument are provided, and suggestions for interpreting. The results obtained are offered. Finally, the scales' implications for reading research and instruction are discussed.<sup>14</sup>

Then, Lawrence Jun Zhang's study which intended to find out whether Chinese senior high school EFL students' metacognitive awareness and reading-strategy use. The results showed that the students reported using the 3 categories of strategies at a high-frequency level. Both the main effect for strategies and the main effect for learners' proficiency were significant. The high-proficiency group outperformed the intermediate group and the low-proficiency group in 2 categories of reading strategies: global and problem-solving; but no statistically significant difference was found among the 3 proficiency groups in using support strategies. Pedagogical implications of these findings are discussed in relation to the changing Chinese society.<sup>15</sup>

The third previous study was Prof. Dr. Hidayet Tok, et al's. The was focusing on the Assessing Metacognitive Awareness and learning strategies

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<sup>14</sup> Kouider Mokhtari and Carla A. Reichard. 2002 *Assessing Students' Metacognitive Awareness of Reading Strategies*. Oklahoma State University, Journal of Educational Psychology. P.1

<sup>15</sup> Lawrence Jun Zhang. 2009. *Chinese senior high school EFL students' metacognitive awareness and reading-strategy use*. Singapore. Nanyang Technological University. *Reading in a Foreign Language*. April 2009, Volume 21, No. 1.p.1

as positive predictors for success in a distance learning class. The results showed that Metacognitive awareness and learning strategies has an important role on students' academic success in an online English course. The subscale of metacognitive awareness, evaluation strategy, was the positive predictor of academic success. The subscales of MSLQ, organization and peer learning strategies were the positive predictors of academic success.<sup>16</sup>

Based on explanation the previous studies above, the writer did the different study. In this study, the writer has same strategy use metacognitive, different subject and object of the study. In this study, the writer' subject is IAIN Palangka Raya. Meanwhile, this study use comparative design and focuses on reading strategy used by students of fourth and eighth semesters student.

## **B. Reading**

### **1. The Nature of Reading**

“Reading” is a root of “read” which is meant as looking at and understanding something printed or written.<sup>17</sup> The term “reading” literally has a meaning as the action or practice of reading. There are many definitions of “reading” presented by the experts. However, there must not be the worthiest sense. One of the definitions is implied by Daniel Hittlemen. “Reading is verbal process interrelated with thinking and with

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<sup>16</sup> Prof. Dr. Hidayet Tok, Prof. Dr. Habib Özgan, And Bülent Dös. 2010. *Assessing Metacognitive Awareness And Learning Strategies As Positive Predictors For Success In A Distance Learning Class*. Mustafa Kemal University Journal Of Social Sciences Institute. Volume: 7.Issue: 14.p. 1

<sup>17</sup>Oxford University Press. 2000. *Oxford Learner's Pocket Dictionary*. New York. Oxford University Press. p. 356.

all other communication abilities-listening, speaking, and writing, specifically, reading is a process of reconstructing from the printed patterns on the page ideas and information intended by the author.”

In this case, Daniel implies that thinking and other communication abilities such as listening, speaking and writing are involved in reconstructing ideas and information from the text. Reading must keep thinking what the conceptual texts are conveyed in order to catch the gist and the main information given by the author. According to Alderson affirms that the nature of reading is really complex to be defined. This can be many distinct theories such as what is it, how is it acquired and thought, how reading in the second language differs from the first language, how reading relates to other cognitive and perceptual abilities, how it interface with memory. All of these aspects are then essential elements required to consider in the defining the nature of reading.<sup>18</sup>

Reading is an active, fluent process which involves the reader and the reading material in building meaning. The statement above indicates that there must be involved together between the reader and the reading that is aimed to build the meaning. This also explains that the important thing in reading process is to understand the meaning revealed the writer. The meaning does not only exist in the printed page and the head of the writer. However, the meaning is basically combination that happens between the printed page and the background and the experiences of the

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<sup>18</sup>AldersonJ Charles, 2000. *Assessing Reading*. New York. Cambridge University Press, p. 1.

readers.<sup>19</sup> In addition, Heilman, Blair, & Rupley argue that the reading can be defined as a thinking process and it can be a communicative skill. They also define the reading is an interacting process with the language in the printed page. This printed page should be understood and the reader should be able to express in oral form. In the short sentence, they defines that reading is a language process. However, basically the nature of reading is difficult to be defined as in the process of reading exactly. This can be pointed out in many views.<sup>20</sup>

Based on explanation above, reading is one of language competences that have important role, keep thinking what the conceptual text and the main information given by author.

## **2. Problems in reading**

Reading is complex process especially in the comprehension mostly; comprehension to grasp the main idea, focus, fact, information etc. this complexity should be aware in the teaching children. This seems the general problem arises in the instructing reading to the students. Dalmann, Rouch, Char, & DeBoer assert that the to know how well the child can grasp the general meaning of the passage and how well they are able to distinguish between fact and opinion is important etc. This seems the

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<sup>19</sup>Alderson Neil. 1999. *Exploring Second Language Reading: Issues and Strategies*. Canada. Heinle & Heinle.p. 1.

<sup>20</sup>Heilman, Blair, & Rupley 1981. *Principles and Practices of Teaching Reading* (Fifth Edition). Ohio. Bell & Howell Company.p. 2.

general problem faced by the instructor in teaching reading. This complexity of teaching reading is stated also by Anderson.<sup>21</sup>

Reading strategies were difficult to acquire in a short period. These reading strategies include looking for main ideas, guessing a new words from context, and making inferences. They are high-level reading strategies that acquire the readers to infer from surrounding context. As noted earlier, students' biggest reading problem is insufficient vocabulary knowledge. If there are too many unfamiliar words in a passage, it is difficult for students to get the main idea of the passage. As it was stated, students had the habit of reading every word in a passage. Only paying attention to the details of a passage makes students neglect the surrounding context. Thus insufficient vocabulary knowledge and the habit of reading every word in a passage may be the reasons why the students could not make apparent progress in these three reading strategies after the reading strategy instruction. On the other hand, scanning was easy for the students to acquire in a short period of time. Probably it is because that scanning only requires students to look for facts in a passage and does not require students to brainstorm. In conclusion, teachers should consider the factors such as level of reading strategies when they conduct a reading course.

### **3. The Process of Reading**

“How do we make sense of printed material?”, “what is involved in reading?” and “how is it that we are able to read?” are three

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<sup>21</sup> Alderson Neil. 1999. *Exploring Second Language Reading: Issues and Strategies*. Canada. Heinle & Heinle. p. 1

recommended questions to be asked by a reading teacher in preparing the ESL/EFL reading class by Anderson. As stated previously, it is not easy to achieve the *comprehension* level since reading is a complex process. According to Birch the process of reading seems simple—just like other mental activities—but in fact it is complex and complicated because it involves a great deal of precise knowledge which must be acquired or learned and many processing strategies which must be practiced until they are automatic. Carnine, et al state that “reading is a complex process—complex to learn and complex to teach.”

Similarly, in order to describe the complexity of reading process, Burns et al list nine aspects of reading covered by children when they read: sensory, perceptual, sequential, experiential, thinking, learning, associational, affective, and constructive. They believe that “reading is not a single skill but a combination of many skills and processes in which a reader interacts with print to derive both meaning and pleasure from the written word”. Grabe & Stoller support this and describe the way how reading comprehension processes to work for skilled readers text by dividing the processes into lower-level processes—represent the more automatic linguistic processes and are typically as more skills orientated, and high-level processes—represent comprehension processes that make much more use of the reader’s background knowledge and inferencing skills. Their division of lower-level and high-level process in reading



comprises Anderson's models of reading: bottom-up models, top-down models, and interactive models.

Bottom-up model is the lower-level processes depend primarily on the information presented in the text. The information is processed from letter features to letters to words for meaning. Nunan states the central concept behind the bottom-up approach is that reading is basically a matter of decoding a series of written symbols into their auditory correspondent. He further quoted Cambourne's illustration of how the reading process is supposed to work:

Print → Every letter → Phonemes and Graphemes → Blending → Pronunciation → Meaning

According to the model, the reader processes each letter as it is encountered. These letters, or graphemes, are matched with the phonemes of the language, which is assumed the reader already knows. These phonemes, the minimal units of meaning in the sound systems of the language are blended together to form words. The derivation of meaning is thus the end of the process in which the language is translated from one form of symbolic representation to another. So, the reading process starts from the smallest part of a language: letters to words, words to sentences, sentences to paragraphs, and so forth. This is in line with Nuttal's description of bottom-up approach; in where she believes that the reader builds up a meaning from the black marks on the page, recognizing letters and words, working out sentence structure. She emphasizes the appropriate

time to use bottom-up processing is as a learner is in uncertainty whether the apparent message is actually the writer's intention due to limited world knowledge, or if the writer's point of view is very different from the learner's that make the learner to scrutinize the vocabulary and the syntax to make sure he has taken hold of the basic sense correctly. However, just merely sounding out sounds is not enough to support comprehension. Further development of research reveal the need of an alternative to the bottom-up: the top-down or psycholinguistics approach to reading.

In contrast to bottom-up models, top-down models are diametrically opposed to the lower-level processes. Top-down models "all have in common a viewing of the fluent reader as being actively engaged in hypothesis testing as he proceeds through text (Stanovich). So, it takes more than the ability to 'match what is printed with how it is spoken': what we know about the printed material. Cambourne provides the following schematization of the top-down approach:

Past experience, language intuitions and expectations → Selective aspects of prints → Meaning → Sound, pronunciation if necessary
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The diagram shows that this approach emphasizes the reconstruction of meaning rather than the decoding of form. The interaction of the reader and the text is central to the process, and readers bring to this interaction their knowledge of the subject at hand, knowledge of and expectations about how language works, motivation, interest and attitudes toward the content of the text (Nunan). Furthermore, Nuttal states

that in top-down processing we draw on our intelligence and experience – the predictions we can make, based on the schemata we acquired – to understand the text. She compared the top-down process to an eagle’s view of the landscape. From a great high, the eagle can see a wide area spread out below; it understands the nature of the whole land, its general pattern and the relationships between various parts of it, far better than an observer on the ground.

As in the top-down, Nuttall compares the bottom-up processing to a scientist with magnifying glass examining the ecology of a transect – a tiny part of the landscape the eagle surveys. The scientist develops a detailed understanding of that one little area (which might represent a sentence in the text). However, without knowing nearby areas and the wider terrain he will not get fully understand of what is occurring within objects under investigation—the effect of areas and landscapes on the ecology of the transect. So, both bottom-up and top-down processing are important for comprehension since they are used to complement each other (in spite of the shortcomings of each of them). This consideration, then lead to the interaction of bottom-up and top-down processing: the interactive model.

Interactive is the most comprehensive description of the reading process (Anderson). Nuttall sees interactive process of approaching a text as the following: “as a reader read, he continually shifts from one focus to another. In one time he adopts the top-down approach to predict the

probable meaning, then moves to the bottom-up approach to check whether that is really what the writer says.” In other words, this third type combines elements of bottom-up and top-down models and assuming “that a pattern is synthesized based on information provided simultaneously from several knowledge sources (Stanovich).

To sum up, during the process of reading, a reader does not only extract information from the text by simply decode the text, but also to activate a range of knowledge in his mind, which in turn, will be refined and extended by the new information supplied in the text. So to what extent does a reader comprehension assume to have lower level or higher level of comprehension? The following section will discuss the level of reading comprehension.

#### **a. Level of Reading**

Readers employ different types of comprehension in order to understand fully what they read. The types of comprehension depend on the level in which the comprehension process takes place. Regarding the process of reading comprehension, Burns et al classify four types of comprehension: literal, interpretive, critical, and creative comprehension.

Literal comprehension includes acquiring information which is directly stated in a selection important prerequisite for higher – level understanding. Interpretive comprehension involves making inferences. It is the process of deriving ideas that are implied rather than directly

stated. Skills for interpretive reading includes inferring main ideas of passages in which the main ideas are not directly stated; inferring cause and effect relationships when they are not directly stated, inferring referents of pronouns, adverbs; inferring omitted words; detecting mood, the author's purpose in writing and drawing conclusions. Critical comprehension covers evaluating written materials; comparing the ideas discovered in the material with known standards; and drawing conclusions about their accuracy, appropriateness, and timeliness. In this comprehension level, the critical reader must be an active reader, questioning, searching for facts, and suspending judgment until she/he has considered all the materials. Finally, in the creative comprehension the reader are required to think as she/he reads, just in the critical reading, and it also requires the reader's imaginations. In this level of comprehension, the creative reader must understand cause and effect relationship in a story so well that she/he knows why a character acts as she/he does at a particular time, determine whether actions of characters are reasonable or unreasonable, relate the things they read to their own personal problems, sometimes applying the solution of a problem encountered in a story, react to the events, draw conclusions, and see how a story could be improved in order to make it more interesting.

Regarding the complexity of the reading process and the extent to which a reader achieve the level of comprehension, then it is necessary to discuss the factors contribute to the readers' problems in

getting the message tried to be delivered by the writer into the readers' mind in the following section.

### **b. Factor Affecting Reading Comprehension**

In the attempt of transferring the printed material into a reader's mind, to process the result of the 'imported' information, and finally to produce his understanding toward the selection, there are some factors those may interfere and prevent him in getting the gist of the selection. The writer summarizes the factors those affect on the basis of complexity of the reading process as the reader, the text, and the instruction.

#### **1) The Readers**

First of all, each reader has different ways in approaching a text. According to Gebhard there are some problems dealing with the reader such as lack of reading speed, lack of vocabulary, lack of background knowledge, and reading habit. Students want to read faster, but they do not know how to increase their reading speed. Some students, including some at an advanced level, complain that they read too slowly. One reason is because the material is too difficult. There are too many new words, the grammar is too complex, the reader does not have the background knowledge to process the intended meaning, or, more likely, the reader is faced with a combination of these problems. Another reason students read

slowly involves the way they read. Some students read a word at a time and look up many words in a dictionary, even words they know.

‘Good readers’ are those who are able to tackle text effectively and efficiently, and ‘poor readers’ are those who encounter problems while reading. Blachowicz & Ogle contrast the good reader with the poor reader in terms of their preference in the use of strategies in reading. They state that effective and efficient readers utilize and are aware of different strategies in three stages of reading: pre-reading, during-reading, and post-reading.

Before reading: (1) *Previewing the text*; (2) *Predicting from the preview*; (3) *Setting purposes for reading by asking questions that need to be answered*; and (4) *Choosing an appropriate strategy based on predictions and questions*. Meanwhile, during reading they employ: (1) *Checking*; (2) *Integrating the new information with what is already known*; (3) *Monitoring comprehension*; and (4) *Continuing to predict/question*, to refine those predictions and answer or reformulate the questions, and to ask new questions. Finally, after reading they: (1) *Summarizing and synthesizing what has been read*; (2) *Responding appropriately*: personally, critically/evaluative and/or creatively; (3) *Reading multiple sources and cross-checking information* when appropriate, or making other connections across texts and knowledge types; (4) *Checking for*

*fulfillment of the purpose of reading*; and (5) *Using what is read* in some application.

In addition to the use of strategies in reading, Nuttall emphasizes the importance of reader's active involvement during reading. She compares the comprehension to be achieved as the top of a hill. The good reader walks along a street and finds little difficulty in interpreting the text because the meaning is fairly clear to him to get along, because he has much in common with the writer and finds few problems with the language. Meanwhile, for the poor reader the same text appears very difficult. To get the meaning involves an uphill struggle and he is not at all sure of the route. His way forward is continually blocked by problems of unfamiliar vocabulary, ignorant of facts, and so on. However, the poor reader is not sitting down in despair. He tries hard by first realizes that he has problems in reading, then he sets a clear purpose in reading and knows what he expects to get from the text, and finally equipping himself for the journey and is tackling his problems with vigour and with all the tools at his disposal.

From this, we can conclude that problems encounter by the poor reader lie within the reader himself. Without the awareness of the presence of problems and the existence of will of the readers to keep trying in tackling the reading difficulty, the problems will keep exist.



## 2) The text

There are many reasons that may cause a text difficult for a reader to understand. According to Nuttall that unfamiliarity with the code in which the text is written may cause difficulty. One of the prerequisites for satisfactory communication is that writer and reader should share the same code. Difficult vocabulary used in the text is the basic and familiar problem faced by readers, especially foreign language. The insufficient amount of previous knowledge that the reader brings to text may cause difficulty. The text about science is difficult to someone who does not know about science.

The complexity of the concepts expressed also causes difficulty. Problems in understanding arise when there is a mismatch between the presuppositions of the writer and those of the reader. In other words, the familiarity with the code, vocabulary, prior knowledge, the complexity of the concept, and presuppositions of the writers and those of the reader are the causes of problems or difficulties to understand a reading text. In addition to the factors Carnine et al describe level of text difficulty of two most general level of comprehension: literal and inferential. They stand the limit or range of difficulty for measuring literal comprehension, and/or how implicit is the information to be encountered within the text. In the first place, literal comprehension is the simplest written comprehension exercise, in which the answer is directly stated in

passage. Several variables affect the difficulty of passage-related items: (1) the degree to which the items are literal, (2) the length of the passage, (3) the order in which questions are asked, (4) the complexity of the instruction, and (5) the use of pronoun.

Different from literal comprehension, the level of difficulty of inferential comprehension involves three intermediate-level comprehension skills: making inferences based on relationship (neither stated nor not stated), comprehending sentences with complicated syntactic structures, and critically reading passages (i.e., identifying an author's conclusion and evaluating the adequacy of the evidence and the legitimacy of the arguments). Inferential questions require knowledge of relationships between two objects or events. Sometimes the relationship is directly stated in a passage. More often, the relationship is not specified; students are expected to know a particular relationship or are expected to infer the relationship using the information stated in a passage.

### 3) The Instruction

The third factor contributes to reading problems is the instruction. Gelewa states the failure of learning and teaching English as a foreign language is also probably determined by the teacher. Pressley believes that "good reading instruction is reliant on teacher's knowledge of and ability to appropriately model the strategies necessary for reading comprehension". Meaning that the

teachers have significant role to build and activate the schemata, to facilitate and provide opportunities of the use of the strategies, and to build students' awareness in using strategies in reading, as well as monitoring their comprehension for better reading comprehension achievement. This is in line with Blachowicz & Ogle's opinion on the essential role of teacher in reading classes. "Good teachers know their students and provide the needed guidance and support as they consciously move from direct instruction to a release of responsibility to their students."

The release of responsibility to the students must be along with the teaching of strategies in reading. Researchers have found that teaching reading strategies is important to developing increased student comprehension. At the same time, they have found many teachers lack a solid foundation for teaching these reading comprehension strategies (National Reading Panel). Therefore, teachers need to be prepared, through professional development, on how to design effective comprehension strategies and how to teach these strategies to their students. Improving reading skills is a top priority for all educators (McKown & Barnett).

Unfortunately, most reading instruction still rely on testing students' reading comprehension rather than providing ways in comprehending various texts. This kind of instruction is that what so called by Nuttal as giving the 'wrong help'. Usually, lecturers read

the text aloud, or ask the students to read the text aloud, explain the difficult words and/or translating the text into Indonesian, and then ask students to respond to literal or inferential comprehension questions from the text. The importance of students' schemata on the text and the construction of comprehension that should be acquired by the readers themselves are ignored as the result of the 'help'. The students are not given instruction on how to process texts and how to cope with problem they have during the reading process.

Two Chinese linguists, Zhang & Wu investigated the effect of reading-strategy instruction on Chinese reading improvement and found out, that: a typical English reading lesson in high schools usually goes through pre-, while-, and post-reading procedures; in which students are required to do various kinds of comprehension-testing exercises that implicitly require a limited number of EFL reading strategies.<sup>22</sup> It is assumed that students will naturally acquire the target strategies through implicit learning. However, problems arise. Students complain that they do not see improvement in their reading ability. Neither do they know what strategies to use. Lecturers complain that students just cannot use their learned strategies to cope with new reading tasks.

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<sup>22</sup> Lawrence Jun Zang, 2009. *Chinese senior high school EFL students' metacognitive awareness and reading-strategy use*. Singapore. Nanyang Technological University. *Reading in a Foreign Language*. April 2009, Volume 21, No. 1.p.1

This is contradictory with the fact, as the syllabus demanded that students must be able to get the stated information and to draw logical conclusion but also to critically think of the writer's organization and idea. Regarding the two previous factors (the reader and the text), therefore a reading instruction that will enable them to comprehend expository text by activate and build their prior knowledge, to state purpose in reading, to monitor and to evaluate their comprehension is needed in order to achieve the expected performance as demanded by the syllabus.

### **C. Reading Strategy**

#### **1. Nature of Reading Strategy**

The importance of reading strategies is closely related to the definition. Strategies are defined as learning techniques, behaviors, and problem solving or study skills, which make learning more effective and efficient.<sup>23</sup> Meanwhile, Stahl states that strategies in reading can be tools in the assimilation, refinement, and use of content, and it is believed as the reader is actively engage in particular cognitive strategies (activating prior knowledge, predicting, organizing, questioning, summarizing, and creating a mental image), he/she will be likely to understand and recall more of what they read. Kamil defines strategies in reading as those directed and intended by the students in order to build independence in reading.

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<sup>23</sup> Oxford University Press. *Oxford Learner's Pocket Dictionary*. New York. Oxford University Press. 2000

In second language reading is rather difficult than reading of first language. This shoves the second language learner to more deeply recognize every single word and understand the gist of the passage. Because of the complexity of the teaching reading, the instructor must have some strategies to enhance the comprehension of the students. The teaching reading strategies are aimed to facilitate the students in comprehending the printed page. To gain the goals of reading effectively, the instructor is supposed to apply practically an appropriate strategy in the instruction process.

## **2. Benefit of Reading Strategy**

The students need to know in what circumstance they should use the strategies. The benefit of reading strategy are :

- a. Assist readers in being active, constructive readers who can gain and use information.<sup>24</sup>
- b. reader will be more motivated in their reading comprehension.<sup>25</sup>
- c. reading strategy provides learning opportunities, facilitates learning and recalling of information as well as strengthening the reading comprehension ability of language learners.<sup>26</sup>
- d. Through the employment of reading strategy such as metacognitive instruction in English class, students will be able to

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<sup>24</sup> Camille Blachowicz and Donna Ogle, *Reading Comprehension*, New York: The Guilford Press, 2008, p.35.

<sup>25</sup> Mohammad Reza Ahmadi Gilani, *Impacts of Learning Reading Strategy on Students' Reading Comprehension Proficiency*, The international Juornal of Language Learning and Applied Linguistics World (IJLLALW), 1(1), Copyright IJLLALW, Norway, 2012, p.04.

<sup>26</sup> A. Dehnad, *Graphic Organizers as An Effective Study Technique in An ESP Class*, In Kiani & Khayamdar (Eds) *Proceeding of the first National ESP/EAP Conference*, vol. II, Tehran, SAMT Publication, 2005.

improve their reading comprehension and experience a higher level of competency which will further motivate them to read on a regular basis.<sup>27</sup>

Therefore, the lecturers are suggested not only to teach those good reading strategies but also to encourage the students to use the strategies. Since the study is also expected to develop the awareness of reading strategies to enhance university students' reading comprehension, it is recommended to identify students' awareness of good reading strategies and what strategies they have already employed. This can help to think further what treatment should be conducted for the sake of the students' success in continuing their academic studies especially in reading comprehension course.<sup>28</sup>

### **3. Metacognitive Strategies**

#### **a. Nature of metacognitive**

Metacognition is one's ability to use prior knowledge to plan a strategy for approaching a learning task take necessary steps to problem solve, reflect on and evaluate results, and modify one's approach as needed. It helps learners choose the right cognitive tool for the task and plays a critical role in successful learning.<sup>29</sup> Metacognitive Strategies mean beyond with the cognitive ones. They are established by (1)

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<sup>27</sup> E. L. Block, *See How They Read: Comprehension Monitoring of L1 and L2 readers*, TESOL Quarterly, 26, 1992, p.319-343.

<sup>28</sup> Anne Ratna S. 2014. *The Use of Cognitive Reading Strategies to Enhance EFL Students' Reading Comprehension*. Indonesia, STKIP Garut. P. 7-10.

<sup>29</sup> Teaching excellence in adult. *Metacognitive Processes*. TEAL center fact sheet no 4. 2010

Thinking about what has been known about the topic - linking the present topic with previous relevant ones; (2) Identifying a purpose for reading - determining task purposes so as to apply appropriate reading acts; (3) Paying attention – making a decision promptly what to pay attention to, and what to ignore; (4) Self-evaluating – reflecting on what has been done and how it has been done (in the reading).

According Wenden and Rubin explain that there are many basic approaches in the teaching reading. Metacognition can be defined as thinking about thinking. Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their. Purpose for reading and preview the text. During reading, they might monitor their understanding, changing their reading speed to fit the difficulty of the text and fixing any comprehension problems they have. After reading, they check their understanding of what they read. Students' metacognitive knowledge and use of metacognitive strategies can have an important influence upon their achievement.

The first thing that can develop the reading comprehension of the students is activating the knowledge. The students will be easily understand what they read if the students know more about the topic. Anderson states “a reader’s background knowledge can influence reading comprehension skills. Background knowledge includes all experience that a reader brings to a text: life experiences, educational



experiences, and knowledge of how text can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge, to names of a few areas." The details are asserted by Anderson to describe that knowledge has important role in comprehending a text. The readers' background knowledge will lead the readers to what they already know about the text in the comprehending process.<sup>30</sup>

#### **b. Assessment Metacognitive**

Garner and Alexander stressed the relevance of empirical research on the measurement of metacognition, suggesting that the following questions should be addressed: "How can we measure knowledge about knowledge more accurately?" "How can we measure the effects of strategy training?". Many researchers have attempted to answer these questions, designing instruments and methods to measure metacognition as a whole or components of it; those were then tested with learners in different domains.<sup>31</sup> These methods range from self-questionnaires, where learners themselves rate their metacognitive skills and knowledge, to interviews or verbal-reports, in which the learners recall what they did and what they thought during learning experience. There is a broad consensus among researchers that all such

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<sup>30</sup>Alderson Neil. 1999. *Exploring Second Language Reading: Issues and Strategies*. Canada. Heinle & Heinle.P.47.

<sup>31</sup> Gama. Chater 2. Metacognitive and reflection

methods are fallible, not least because measuring metacognition is a very difficult task.

Mokhtari and Sheorey stated that was developed to measure the metacognitive awareness and perceived use of reading strategies of adolescent and adult learners of English as a second language (ESL) “while reading school related materials in English”. It comprises 30 items measuring three broad categories of reading strategies: global reading strategies (henceforth “GLOB”), problem-solving strategies (henceforth “PROB”), and support strategies (henceforth “SUP”).<sup>32</sup>

**Table 2.1**

**Categorization and description of EFL reading strategies**

Category	Description	Example	Item
Global reading strategies (GLOB)	The intentional, carefully planned techniques by which learners monitor or manage their reading	Having the purpose in mind; previewing the text	1–13
Problem-solving strategies	The localized, focused techniques used when	Adjusting reading speed; rereading the text	14-21

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<sup>32</sup> Kouider Mokhtari and Carla A. Reichard. 2002 *Assessing Students' Metacognitive Awareness of Reading Strategies*. Oklahoma State University, Journal of Educational Psychology. P.5

(PROB)	problems develop in understanding textual information		
Support strategies (SUP)	The basic support mechanisms intended to aid the reader in comprehending the text	Using dictionaries; taking notes	22–30

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter covers the research design, place and time of study, Population and Sample of the Study, Instrument of Study, Data Collection Procedures, and Data Analysis.

##### **A. Research Design**

The approach of the study was quantitative research. Quantitative research is deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data.<sup>33</sup>

The design of this study was comparative design. Comparative design is arranged to show the similarities and differences between and among two or more things (ideas, issues, concepts, topics, events, places). This pattern is used in almost all types of reading. Venn diagrams, graphs and cause or effect charts illustrate the comparison.

##### **B. Place and Time of Study**

This study was conducted in English Education Study Program State Islamic Institute of Palangka Raya on Reading classes of the fourth and eighth semesters students of IAIN Palangka Raya.

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<sup>33</sup>DonalAry, (et, all), *Introduction to Research in Education (Eight edition)*, United State: Wadsworth (engange learning), 2010, p.39.

## C. Population and sample

### 1. Population

According to Ary, population is defined as all members of any well-defined class of people, events, or object.<sup>34</sup> For this research, the writer used population study or census study, because the number of student is 156 students. In this case, the writer chose English Education Study program State Islamic Institute of Palangka Raya. The writer needs to know the students' difference between reading strategies used by fourth and eighth semesters students. The population of the study was the fourth and eighth semester students of English Education Study Program of State Islamic institute of Palangka Raya.

### 2. Sample

The small group that observed is called a sample.<sup>35</sup> It is called sample research if someone aliens to generalize result of subject research. In this case, the writer chose fourth semester students and eighth semester students of English Education Study Program of State Islamic institute of Palangka Raya. Based on their semesters-background they can be classified into two semesters as a sample, they are fourth and eighth semesters students.

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<sup>34</sup>*Ibid*, p. 138.

<sup>35</sup>*Ibid*, p. 148.

**Table 3.1****Number of Students**

NO	Semesters of students	Number of students
1	Fourth semesters	74 students
2	Eighth semesters	82 students

**D. Instruments of the Study**

To get the data, the writer uses questionnaire and documentation in this study:

**1. Questionnaire**

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. This instrument is used to gain data related to the use of reading strategy. Mokhtary and Sheorey's Metacognitive Awareness Questionnaire is used to identify the reading. First of all, reading strategy survey with 28 items from three aspects of students' reading strategies use (global strategies, problem solving strategies, and support strategies) with five scales (never/almost never, occasionally, sometimes, usually, always /almost).<sup>36</sup>

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<sup>36</sup> Kouider Mokhtari and Carla A. Reichard. 2002 *Assessing Students' Metacognitive Awareness of Reading Strategies*. Oklahoma State University, Journal of Educational Psychology. P.5

**Table 3.2****Categorization and description of EFL reading strategies**

Category	Description	Example	Item
Global reading strategies (GLOB)	The intentional, carefully planned techniques by which learners monitor or manage their reading	Having the purpose in mind; previewing the text	1–13
Problem-solving strategies (PROB)	The localized, focused techniques used when problems develop in understanding textual information	Adjusting reading speed; rereading the text	14-21
Support strategies (SUP)	The basic support mechanisms intended to aid the reader in comprehending the text	Using dictionaries; taking notes	22–30

The averages for metacognitive strategy use based on the SILL scale value by Oxford in Zhang journal applied to indicate the level of

usage. The frequency scales of strategy use based on SILL (Oxford, 1990) and its interpretation were shown in Table 3.3 below:

**Table 3.3**  
**Frequency Scales of Strategy Use**

Mean Score	Frequency	Evaluation
4.5-5.0	High	Always or almost always used
3.5-4.49		Usually used
2.5-3.49	Medium	Sometimes used
1.5-2.49		Generally not used
1.0-1.49	Low	Never or almost never used

## 2. Documentation

The writer used documentation as the second instrument of the study. Ari kunto's opinion states that "there are three kinds of source namely paper, place, and people. This technique is use to collect the data in the form of document on the study place. The data that is need such as:

The amount, the name, and the semester of the students who takes reading subject. The number of the fourth students semesters students or eighth students semester students of English education study program of IAIN Palangka Raya.

### E. Research Instrument try out

In order to prove the test is suitable to the students who are the sample of this study. But, the writer was conducted a try out test. Then the writer chose fourth semesters students class A of English education study program of IAIN Palangka Raya. The try out test was conducted. If the result



is respond, it means that the respond questionnaire as the instrument of this study are suitable to be given.

**Table 3.4**  
**Result of try out**

Validity of items	Items	%
Valid	28 items	100%
Invalid	0 items	0%

#### **F. Research Instrument Reliability**

A test must first be reliable as a measuring instrument. It is the degree of consistency with which it measures whatever it is measuring.<sup>37</sup>

The steps in determining the reliability of the questionnaire are:

1. Making tabulating of respondent's scores.

Measuring the mean of the respondent scores with the formula:

$$M = \frac{\sum X}{N} \times 100$$

Measuring the total variants with the formula:

$$S^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Where:

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<sup>37</sup>Donald Ary et al, *Intro duction to Research in Education*, 8<sup>th</sup> edition, P.236.

$S^2$  = the total variants

$\Sigma X$  = the total of score

$\Sigma X^2$  = the square of score total

$N$  = the number of testers

2. Calculating the instrument reliability using Cronbach Alpha.

$$r_{11} = \frac{k}{k-1} \left[ 1 - \frac{\sum a^2}{\sum t^2} \right]$$

Where:

$r_{11}$  = Reliability of instrument

$k$  = the number of items

$\sum \delta_b^2$  = the total of items

$\sum \delta_t^2$  = the variants of score total<sup>38</sup>

The last decision is comparing the value of  $r_{11}$  and  $T$  table

3. To know the level of reliability of instrument, the value of  $r_{11}$  was interpreted based on the qualification of reliability as follows:

$r_{11} > T$  table = Reliable

$r_{11} < T$  table = Not Reliable<sup>39</sup>

Reliability is the extent of consistency and stability of the measuring instrument. In this case, to score composition as fairly and consistently as possible.

<sup>38</sup> <http://www.askapep13.wordpress.com>, *Analisis Angket*

<sup>39</sup> M .Latief Adnan, *Reliability of Language Skill Assessment Result*, Jurnal Ilmu Pendidikan VIII No. 3, 214-224, 2010.

## G. Research Instrument Validity

Validity refers to the extent to which the results of an evaluation procedure serve the particular uses for which they are intended. Validity of a test is the extent to which the test measures what is intended to measure.<sup>40</sup>

### 1. Content Validity

This kind of validity depends on a careful analysis of the language being tested and of the particular course objectives. The test should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objectives always being apparent. The content specification can be seen in the following table:

**Table 3.5**

**Test Items Specification**

No	Strategies	Items	%
1	Global Strategies	1-12	43%
2	Problem-solving Strategies	13-19	25%
3	Support Strategies	20-28	32%
Total		28 items	100%

### 2. Construct Validity

This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills. If a

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<sup>40</sup>Norman E. Gronlund, *Measurement And Evaluation In Teaching (Fifth Edition)*, New York: Macmilan Publishing Company, 1985, p. 11.

test has construct validity, it is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning.<sup>41</sup>

This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skill.<sup>42</sup> After the Instrument checked by the judgment experts, continued testing of construct validity. It is conducted by field test. In order to find the validity, product moment Correlation used as the formula to calculate from the try-out test result.

The formula is as follows.<sup>43</sup>

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Where:

$r_{xy}$  : The coefficient of correlation

$\sum X$  : Total Value of Score X (reading strategies fourth students semester)

$\sum Y$  : Total Value of Score Y (reading strategies eighth students semester)

$\sum XY$  : Multiplication Result between Score X and Score Y

$N$  : Number of students

To know the level of validity of instrument, the value of was interpreted based on the qualification of validity as follows:

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<sup>41</sup>J. B. Heaton, *Writing English Language Tests*, Longman, 1975, p. 154.

<sup>42</sup>*ibid*, P. 155.

<sup>43</sup>Riduan, *MetodedanteknikMenyusun Thesis* (Bandung: Alfabetap, 2004), P. 110.

$$r_{xy} > t_t = \text{Valid}$$

$$r_{xy} < t_t = \text{Invalid}$$

To know the validity level of the instrument, the result of the test will interpret to the criteria below:<sup>44</sup>

0.800-1.000	= Very High Validity
0.600-0.799	= High Validity
0.400-0.599	= Fair Validity
	= poor Validity
0.00-0.199.1	= Very Poor Validity

## H. Data Collection Procedures

In collecting the data of this study, the writer took the data from the questionnaire.

In this study, the researcher will apply steps as follow:

1. The researcher observed the state Islamic institute of Palangka Raya
2. The researcher gave questionnaire to fourth and eighth semester students.

Kind of the questionnaire is asking students reading strategy based on the topic that researcher have decided.

3. The researcher checked the result of the questionnaire.
4. Finally, the researcher compared the students' list. It is done to know whether there is difference on reading strategies between fourth semester students and eighth semester students.

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<sup>44</sup>*ibid.*, P.111.

## **I. Data Analysis**

### **1. *Techniques of Data Analysis***

#### **a. *Normality Test***

It is used to know the normality of the data that is going to be analyze whether both fourth and eighth semester students have normal distribution or not. In this study to test the normality, the writer will apply SPSS 18.0 program using Kolmogorov Smirnov with level of significance  $\alpha = 5\%$ . Calculation result of asymptotic significance is higher than  $\alpha$  (5%) so the distribution data was normal. In the contrary, if the result of an asymptotic significance is lower than  $\alpha$  (5%) , it meant the data was not normal distribution.

#### **b. *Homogeneity Test***

Homogeneity is used to know whether fourth semester students and eighth semester students that are decided, come from population that has relatively same variant or not. To calculate homogeneity testing, the writer applied SPSS 18.0 program used Levene's testing with level of significance  $\alpha$  (5%). If calculation result was higher than 5% degree of significance, so  $H_a$  was accepted, it means both fourth semester students and eighth semester students had same variant and homogeneous.

### c. *Testing Hypothesis*

The writer calculate the data by using t-test to test the hypothesis of the study. To examine the hypothesis, the writer uses t-test formula as follows:

$$t_o = \frac{M1 - M2}{SEm1 - m2}$$

Where:

$M1-M2$  : The difference of two mean.

$SEm1- m2$  : The standard error of difference between two mean.

To know the hypothesis is accepted or rejected using the criterion:

If  $t\text{-test} \geq t_{\text{table}}$ , it means  $H_a$  is accepted and  $H_o$  is rejected.

If  $t\text{-test} \leq t_{\text{table}}$ , it means  $H_a$  is rejected and  $H_o$  is accepted.<sup>45</sup>

The writer interpret the result of t-test. The writer account degree of freedom (df) with the formula as follows:

$$df = (N1 + N2 - 2)$$

Where:

df : Degree of freedom

$N1$  : Number of subject fourth semesters students

$N2$  : Number of subject eighth semesters students

2 : Number of variable<sup>46</sup>

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<sup>45</sup>Anas Sugiono, *Pengantar Statistik Pendidikan*, Jakarta: Rajawali Press, 1978, p. 372.

<sup>46</sup>Ibid, p. 284.

- d. The writer discuss and conclude the result of data analysis. To analyze the data has been collected; the writer uses some procedures in this study. Is there different between the fourth and eighth semester students.



## **CHAPTER IV**

### **RESULT OF THE STUDY**

In this chapter, the writer presents the data which had been collected from the research in the field of study which consists of description of the data, result of data analysis, and discussion.

#### **A. Descriptions of the Data**

This section discussed the obtained data of reading strategy used by fourth and eighth semester students. The presented data consisted of the students' questionnaire result. The function of the table is to compare the result of the students used reading strategy. The percentage calculation questionnaire result students' reading strategy was presented in the following table:

#### **1. The Result of Questionnaire Students' Reading Strategy Use of the fourth and eighth semesters students**

##### **a. The questionnaire result of fourth semesters students**

The questionnaire had been conducted at fourth semesters students with the number of student 74 students on Friday 20 – 24<sup>th</sup> may 2016. The questionnaire result of students' reading strategy use were presented in table 4.1 below :

**Table 4.1**

**The questionnaire result of students' reading strategy use in fourth  
semesters students**

No	Students' code name	Fourth semesters students			
		Students' score	mean	Level	Interpretation
1	SH	95	3,39	M	Sometimes used
2	NAF	103	3,68	H	Usually used
3	M	102	3,64	H	Usually used
4	EA	98	3,50	H	Usually used
5	NL	63	2,25	M	Generally not used
6	MWP	92	3,29	M	Sometimes used
7	MW	102	3,64	H	Usually used
8	S	102	3,64	H	Usually used
9	KH	96	3,43	M	Sometimes used
10	WI	100	3,57	H	Usually used
11	AL	89	3,18	M	Sometimes used
12	SS	80	2,86	M	Sometimes used
13	NH	71	2,54	M	Sometimes used
14	SW	100	3,57	H	Usually used
15	MS	115	4,11	H	Usually used
16	MZ	98	3,50	H	Usually used
17	MT	115	4,11	H	Usually used
18	HO	92	3,29	M	Sometimes used
19	SWD	90	3,21	M	Sometimes used
20	HOK	96	3,43	M	Sometimes used
21	NDJ	103	3,68	H	Usually used
22	MR	96	3,43	M	Sometimes used
23	DS	90	3,21	M	Sometimes used
24	MU	96	3,43	M	Sometimes used
25	AP	99	3,54	H	Usually used
26	SR	103	3,68	H	Usually used
27	RM	91	3,25	M	Sometimes used
28	SSB	92	3,29	M	Sometimes used
29	APP	88	3,14	M	Sometimes used
30	LAR	115	4,11	H	Usually used

31	NLF	77	2,75	M	Sometimes used
32	APT	102	3,64	H	Usually used
33	TKW	96	3,34	M	Sometimes used
34	NTS	71	2,54	M	Sometimes used
35	NRL	97	3,46	M	Sometimes used
36	ADP	96	3,43	M	Sometimes used
37	RAN	106	3,79	H	Usually used
38	RRD	100	3,57	H	Usually used
39	WMK	124	4,43	H	Usually used
40	NIV	91	3,25	M	Sometimes used
41	SK	96	3,43	M	Sometimes used
42	ER	86	3,07	M	Sometimes used
43	SAM	120	4,29	H	Usually used
44	CK	71	2,54	M	Sometimes used
45	RM	86	3,07	M	Sometimes used
46	NR	73	2,61	M	Sometimes used
47	KA	86	3,07	M	Sometimes used
48	TW	88	3,14	M	Sometimes used
49	RA	43	1,54	M	Generally not used
50	TRW	53	1,89	M	Generally not used
51	WDY	97	3,46	M	Sometimes used
52	IL	81	2,89	M	Sometimes used
53	RY	85	3,04	M	Sometimes used
54	SW	89	3,18	M	Sometimes used
55	AM	93	3,32	M	Sometimes used
56	RJ	110	3,93	H	Usually used
57	MSA	107	3,82	H	Usually used
58	NSP	117	4,18	H	Usually used
59	NJ	85	3,04	M	Sometimes used
60	NNJ	74	2,64	M	Sometimes used
61	FDP	117	4,18	H	Usually used
62	ABM	82	2,93	M	Sometimes used
63	AKU	87	3,11	M	Sometimes used
64	NBY	66	2,36	M	Generally not used
65	LO	102	3,64	H	Usually used
66	HD	110	3,93	H	Usually used
67	NHS	113	4,04	H	Usually used
68	NND	89	3,18	M	Sometimes used
69	AY	125	4,46	H	Usually used

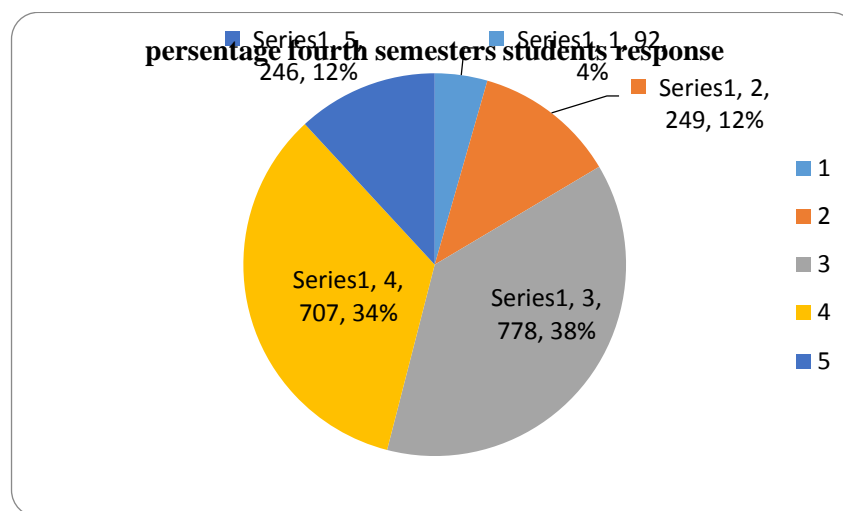
70	RFS	104	3,71	H	Usually used
71	RRD	98	3,50	H	Usually used
72	NHL	117	4,18	H	Usually used
73	SGT	105	3,75	H	Usually used
74	MA	95	3,39	M	Sometimes used
<b>Sum</b>		<b>6982</b>	<b>249,36</b>		
<b>Highest</b>		<b>125</b>	<b>4,46</b>		
<b>Lowest</b>		<b>43</b>	<b>1,54</b>		
<b>Mean</b>		<b>94,35</b>	<b>3,37</b>	<b>M</b>	<b>Sometimes used</b>
<b>Standard deviation</b>		<b>15.484</b>			

Based on the table 4.1 above the questionnaire result of research in fourth semesters students, the highest questionnaire result of students in fourth semesters was 125 and the lowest score was 43 with sum was 6982, mean was 94,35 and standard deviation was 15.484. it could be described that students' questionnaire result in fourth semesters students with sum 249,36 mean result 3.37, there were 43 students in the Medium level with percentage 58,10% and 31 students in the high level with percentage 41,90%.

The calculation of the questionnaire result of students' response fourth semesters students about percent of students preference, Presented in figure 4.2 below:

figure 4.2

**The questionnaire result of students' response in fourth  
semester students**



Based on the figure 4.2 above the questionnaire result of percentage fourth semesters students response, the response of students in statement (1) *I never or almost never do this*, 4% students response, (2) *I do this only occasionally*, 12% students response, (3) *I sometimes do this*, 38% students response, (4) *I usually do this*, 34% students response, (5) *I always or almost do this*, 12% students response. The questionnaire result of percentage fourth semester students *sometimes used* reading strategy.

b. The questionnaire result of eighth semesters students

The questionnaire had been conducted at eighth semesters students with the number of student 82 students on Monday 16<sup>th</sup> may 2016. The questionnaire result of students' reading strategy used presented in table 4.3 below:

**Table 4.3**

**The questionnaire result of students' reading strategy use in eighth semester students**

<b>No</b>	<b>Students code name</b>	<b>Eighth semesters students</b>			
		<b>Students score</b>	<b>mean</b>	<b>level</b>	<b>Interpretation</b>
1	IHH	125	4,46	H	Usually used
2	YS	92	3,29	M	Sometimes used
3	MPR	139	4,96	H	Always used
4	AKW	83	2,96	M	Sometimes used
5	FAS	121	4,32	H	Usually used
6	RAS	110	3,93	H	Usually used
7	HRH	92	3,29	M	Sometimes used
8	MYN	98	3,21	M	Sometimes used
9	WN	103	3,68	H	Usually used
10	PRY	80	2,86	M	Sometimes used
11	LSR	96	3,43	M	Sometimes used
12	NLN	81	2,89	M	Sometimes used
13	SDK	89	3,18	M	Sometimes used
14	UQL	97	3,46	M	Sometimes used
15	FRF	109	3,89	H	Usually used
16	YBS	85	3,04	M	Sometimes used
17	ERH	111	3,96	H	Usually used
18	TYT	110	3,93	H	Usually used
19	KRH	83	2,96	M	Sometimes used
20	NIS	95	3,39	M	Sometimes used
21	LIS	96	3,43	M	Sometimes used
22	MIS	96	3,43	M	Sometimes used
23	MNI	91	3,25	M	Sometimes used
24	SMA	97	3,46	M	Sometimes used
25	SLA	85	3,04	M	Sometimes used
26	MRI	106	3,79	H	Usually used
27	MKH	84	3,00	M	Sometimes used
28	SFA	101	3,61	H	Usually used
29	AHS	99	3,54	H	Usually used
30	FRM	83	2,96	M	Sometimes used

31	DA	91	3,25	M	Sometimes used
32	NIQ	89	3,18	M	Sometimes used
33	VIW	89	3,18	M	Sometimes used
34	DRD	87	3,11	M	Sometimes used
35	DYM	108	3,86	H	Usually used
36	MHL	85	3,04	M	Sometimes used
37	AKS	64	2,29	M	Sometimes used
38	ATJ	92	3,29	M	Sometimes used
39	AWD	95	3,39	M	Sometimes used
40	NPS	94	3,36	M	Sometimes used
41	FAN	94	3,36	M	Sometimes used
42	NAU	94	3,36	M	Sometimes used
43	DKW	83	2,96	M	Sometimes used
44	PSW	82	2,93	M	Sometimes used
45	AHS	98	3,50	H	Usually used
46	AFN	93	3,32	M	Sometimes used
47	RMH	87	3,11	M	Sometimes used
48	RUS	90	3,21	M	Sometimes used
49	ISW	90	3,21	M	Sometimes used
50	RY	98	3,50	H	Usually used
51	KHM	102	3,64	H	Usually used
52	MDR	81	2,89	M	Sometimes used
53	NNA	98	3,50	H	Usually used
54	SHAR	90	3,21	M	Sometimes used
55	PIL	88	3,14	M	Sometimes used
56	NFH	88	3,14	M	Sometimes used
57	NAM	80	2,86	M	Sometimes used
58	STW	93	3,32	M	Sometimes used
59	UMYA	89	3,18	M	Sometimes used
60	ELSA	104	3,71	H	Usually used
61	SAT	101	3,61	H	Usually used
62	RTM	103	3,68	H	Usually used
63	RTK	97	3,46	M	Sometimes used
64	RTA	96	3,43	M	Sometimes used
65	NAS	107	3,82	H	Usually used
66	JKY	96	3,43	M	Sometimes used
67	MLF	101	3,61	H	Usually used
68	JYN	104	3,71	H	Usually used
69	HMH	115	4,11	H	Usually used

70	LMN	108	3,86	H	Usually used
71	DNN	113	4,04	H	Usually used
72	IRY	113	4,04	H	Usually used
73	NFA	115	4,11	H	Usually used
74	SFI	108	3,86	H	Usually used
75	FAZ	112	4,00	H	Usually used
76	NWD	117	4,18	H	Usually used
77	ZUD	112	4,00	H	Usually used
78	IKY	114	4,07	H	Usually used
79	HAK	114	4,07	H	Usually used
80	RSY	114	4,07	H	Usually used
81	THD	115	4,11	H	Usually used
82	MDH	110	3,93	H	Usually used
<b>Sum</b>		<b>8030</b>	<b>286,79</b>		
<b>Highest</b>		<b>139</b>	<b>4,96</b>		
<b>Lowest</b>		<b>64</b>	<b>2,29</b>		
<b>Mean</b>		<b>97.93</b>	<b>3,50</b>	<b>H</b>	<b>Usually used</b>
<b>Standard deviation</b>		<b>12.530</b>			

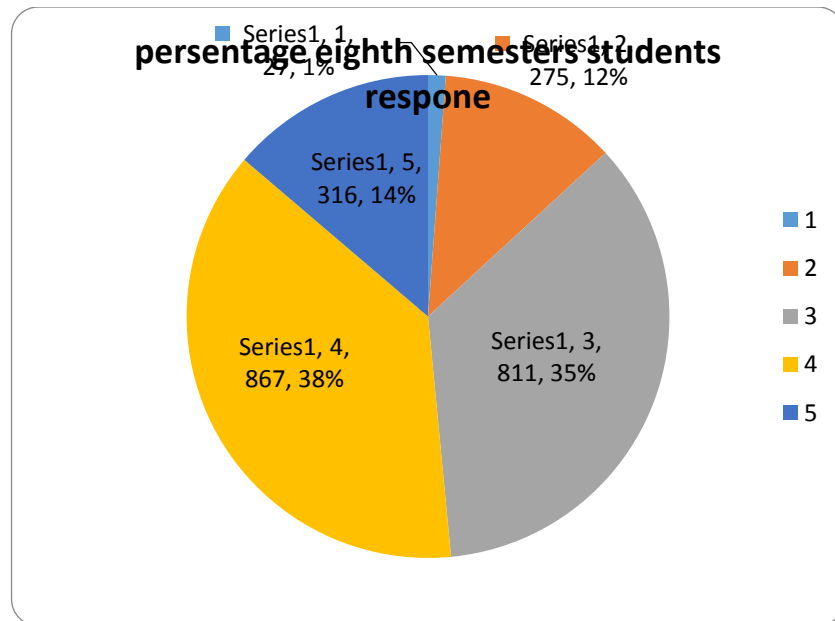
Based on the table 4.2 above the questionnaire result of research in eighth semesters students, the highest questionnaire result of students in eighth semesters was 139 and the lowest score was 64 with sum was 8030, mean was 97,93 and standard deviation was 15.484. it could be described that students' questionnaire result in eighth semesters students with sum 286,79 mean result 3.50, there were 46 students in the Medium level with percentage 56,10% and 36 students in the high level with percentage 43,90%.

The calculation of The questionnaire result of students' response eighth semesters students about percent of students preference, Presented in figure 4.4 below:



figure 4.4

The questionnaire result of students' response in eighth semester students



Based on the figure 4.4 above the questionnaire result of percentage fourth semesters students response, the response of students in statement (1) *I never or almost never do this*, 1% students response, (2) *I do this only occasionally*, 12% students response, (3) *I sometimes do this*, 35% students response, (4) *I usually do this*, 38% students response, (5) *I always or almost do this*, 14% students response. The questionnaire result of percentage eighth semester students *usually used* reading strategy. The comparison questionnaire result between fourth and eighth semester students presented in table 4.5 below:

**Table 4.5**

**The comparison questionnaire result between fourth and eighth semesters  
students**

No	fourth semesters student				eighth semesters students				
	students name code	students score	mean	Level	No	students name code	students score	mean	level
1	SH	95	3,39	M	1	IHH	125	4,46	H
2	NAF	103	3,68	H	2	YS	92	3,29	M
3	M	102	3,64	H	3	MPR	139	4,96	H
4	EA	98	3,50	H	4	AKW	83	2,96	M
5	NL	63	2,25	M	5	FAS	121	4,32	H
6	MWP	92	3,29	M	6	RAS	110	3,93	H
7	MW	102	3,64	H	7	HRH	92	3,29	M
8	S	102	3,64	H	8	MYN	98	3,21	M
9	KH	96	3,43	M	9	WN	103	3,68	H
10	WI	100	3,57	H	10	PRY	80	2,86	M
11	AL	89	3,18	M	11	LSR	96	3,43	M
12	SS	80	2,86	M	12	NLN	81	2,89	M
13	NH	71	2,54	M	13	SDK	89	3,18	M
14	SW	100	3,57	H	14	UQL	97	3,46	M
15	MS	115	4,11	H	15	FRF	109	3,89	H
16	MZ	98	3,50	H	16	YBS	85	3,04	M
17	MT	115	4,11	H	17	ERH	111	3,96	H
18	HO	92	3,29	M	18	TYT	110	3,93	H
19	SWD	90	3,21	M	19	KRH	83	2,96	M

20	HOK	96	3,43	M	20	NIS	95	3,39	M
21	NDJ	103	3,68	H	21	LIS	96	3,43	M
22	MR	96	3,43	M	22	MIS	96	3,43	M
23	DS	90	3,21	M	23	MNI	91	3,25	M
24	MU	96	3,43	M	24	SMA	97	3,46	M
25	AP	99	3,54	H	25	SLA	85	3,04	M
26	SR	103	3,68	H	26	MRI	106	3,79	H
27	RM	91	3,25	M	27	MKH	84	3,00	M
28	SSB	92	3,29	M	28	SFA	101	3,61	H
29	APP	88	3,14	M	29	AHS	99	3,54	H
30	LAR	115	4,11	H	30	FRM	83	2,96	M
31	NLF	77	2,75	M	31	DA	91	3,25	M
32	APT	102	3,64	H	32	NIQ	89	3,18	M
33	TKW	96	3,34	M	33	VIW	89	3,18	M
34	NTS	71	2,54	M	34	DRD	87	3,11	M
35	NRL	97	3,46	M	35	DYM	108	3,86	H
36	ADP	96	3,43	M	36	MHL	85	3,04	M
37	RAN	106	3,79	H	37	AKS	64	2,29	M
38	RRD	100	3,57	H	38	ATJ	92	3,29	M
39	WMK	124	4,43	H	39	AWD	95	3,39	M
40	NIV	91	3,25	M	40	NPS	94	3,36	M
41	SK	96	3,43	M	41	FAN	94	3,36	M
42	ER	86	3,07	M	42	NAU	94	3,36	M
43	SAM	120	4,29	H	43	DKW	83	2,96	M
44	CK	71	2,54	M	44	PSW	82	2,93	M
45	RM	86	3,07	M	45	AHS	98	3,50	H

46	NR	73	2,61	M	46	AFN	93	3,32	M
47	KA	86	3,07	M	47	RMH	87	3,11	M
48	TW	88	3,14	M	48	RUS	90	3,21	M
49	RA	43	1,54	M	49	ISW	90	3,21	M
50	TRW	53	1,89	M	50	RY	98	3,50	H
51	WDY	97	3,46	M	51	KHM	102	3,64	H
52	IL	81	2,89	M	52	MDR	81	2,89	M
53	RY	85	3,04	M	53	NNA	98	3,50	H
54	SW	89	3,18	M	54	SHAR	90	3,21	M
55	AM	93	3,32	M	55	PIL	88	3,14	M
56	RJ	110	3,93	H	56	NFH	88	3,14	M
57	MSA	107	3,82	H	57	NAM	80	2,86	M
58	NSP	117	4,18	H	58	STW	93	3,32	M
59	NJ	85	3,04	M	59	UMYA	89	3,18	M
60	NNJ	74	2,64	M	60	ELSA	104	3,71	H
61	FDP	117	4,18	H	61	SAT	101	3,61	H
62	ABM	82	2,93	M	62	RTM	103	3,68	H
63	AKU	87	3,11	M	63	RTK	97	3,46	M
64	NBY	66	2,36	M	64	RTA	96	3,43	M
65	LO	102	3,64	H	65	NAS	107	3,82	H
66	HD	110	3,93	H	66	JKY	96	3,43	M
67	NHS	113	4,04	H	67	MLF	101	3,61	H
68	NND	89	3,18	M	68	JYN	104	3,71	H
69	AY	125	4,46	H	69	HMH	115	4,11	H
70	RFS	104	3,71	H	70	LMN	108	3,86	H
71	RRD	98	3,50	H	71	DNN	113	4,04	H

72	NHL	117	4,18	H	72	IRY	113	4,04	H
73	SGT	105	3,75	H	73	NFA	115	4,11	H
74	MA	95	3,39	M	74	SFI	108	3,86	H
<b>Sum</b>		<b>6982</b>	<b>249,36</b>		75	FAZ	112	4,00	H
<b>Highest</b>		<b>125</b>	<b>4,46</b>		76	NWD	117	4,18	H
<b>Lowest</b>		<b>43</b>	<b>1,54</b>		77	ZUD	112	4,00	H
<b>Mean</b>		<b>94,35</b>	<b>3,37</b>	<b>M</b>	78	IKY	114	4,07	H
<b>Standard deviation</b>		<b>15.484</b>			79	HAK	114	4,07	H
					80	RSY	114	4,07	H
					81	THD	115	4,11	H
					82	MDH	110	3,93	H
					<b>Sum</b>		<b>8030</b>	<b>286,79</b>	
					<b>Highest</b>		<b>139</b>	<b>4,96</b>	
					<b>Lowest</b>		<b>64</b>	<b>2,29</b>	
					<b>Mean</b>		<b>97.93</b>	<b>3.50</b>	H
					<b>Standard Deviation</b>		<b>12.53</b>		

Based on the table 4.5, it could be described that students' questionnaire result in fourth semester students with sum 249,36, mean result 3,37, there were 43 students in the Medium level with percentage 58,10% and 31 students in the high level with percentage 41,90%. In the eighth semesters students with sum 286,79, mean result 3,50, there were 46 students showed in the Medium level with percentage 56,10 and 36 students in the high level with percentage 43,90%. It could be concluded that the students' reading strategy result of eighth semesters students

usually use reading strategy more than fourth semesters students only sometimes use reading strategy. The questionnaire result of students fourth and eighth semesters in the table 4.6 :

**Table 4.6**

**The Percentage Calculation of the Questionnaire Result Students' reading Strategies use of the fourth and eighth semesters students at English Education Program in State Islamic Institute of Palangka Raya.**

No	declaration	Students semesters	Number & percent	Scale					total
				ND=1	DO=2	SD=3	UD=4	AD=5	
1	<i>I have a purpose in mind when I read</i>	Fourth semesters	number	3	5	34	26	6	74
			percent	4,5%	6,8%	45,9 %	35,1 %	8,1%	100 %
		Eighth semesters	number	0	6	31	37	8	82
			percent	0%	7,3%	37,8 %	45,1 %	9,8%	100 %
2	<i>I think about whether the content of the text fits my reading purpose</i>	Fourth semesters	number	2	10	39	18	5	74
			percent	2,7%	13,5 %	52,7 %	24,3 %	6,8%	100 %
		Eighth semesters	number	1	4	33	35	9	82
			percent	1,2%	4,9%	40,2 %	42,7 %	11,0 %	100 %
3	<i>I review the text to know about its length, organization and idea</i>	Fourth semesters	Number	5	10	26	25	8	74
			Percent	6,8%	13,5 %	35,1 %	33,8 %	10,8 %	100 %
		Eighth semesters	Number	1	12	37	29	3	82
			Percent	1,2%	14,6 %	45,1 %	35,4 %	3,7%	100 %
4	<i>When reading, I decide what to read closely and what the</i>	Fourth semesters	Number	4	17	34	19	0	74
			Percent	5,4%	23,0 %	45,9 %	25,7 %	0%	100 %
		Eighth semesters	Number	2	12	40	23	5	82
			Percent	2,4%	14,6 %	48,8 %	28,0 %	6,1%	100 %

	<i>ignore</i>				%	%	%		%
5	<i>I use my prior knowledge(ex : knowledge about the theme of the text, or grammar knowledge) to help me understand what I read</i>	Fourth semesters	Number	3	6	19	36	10	74
			Percent	4,1%	8,1%	25,7 %	48,6 %	13,5 %	100 %
		Eighth semesters	Number	0	5	28	36	13	82
			Percent	0%	6,1%	34,1 %	43,9 %	15,9 %	100 %
6	<i>I use tables, figures, and pictures in text to increase my understanding</i>	Fourth semesters	Number	5	11	18	26	14	74
			Percent	6,8%	14,9 %	24,3 %	35,1 %	18,9 %	100 %
		Eighth semesters	Number	2	8	37	25	10	82
			percent	2,4%	9,8%	45,1 %	30,5 %	12,2 %	100 %
7	<i>I use context clues to help me better understand what I am reading</i>	Fourth semesters	Number	4	2	30	27	11	74
			Percent	5,4%	2,7%	40,5 %	36,5 %	14,9 %	100 %
		Eighth semesters	Number	1	7	23	34	17	82
			percent	1,2%	8,5%	28,0 %	41,5 %	20,7 %	100 %
8	<i>I use typographical features like bold face and to identify key information</i>	Fourth semesters	Number	4	11	27	18	14	74
			Percent	5,4%	14,9 %	36,5 %	24,3 %	18,9 %	100 %
		Eighth semesters	Number	2	21	25	25	9	82
			Percent	2,4%	25,6 %	30,5 %	30,5 %	11,0 %	
9	<i>I check my understanding when I come across new information</i>	Fourth semesters	Number	2	5	29	35	3	74
			Percent	2,7%	6,8%	39,2 %	47,3 %	4,1%	100 %
		Eighth semesters	Number	0	7	29	32	14	82
			Percent	0%	8,5%	35,4 %	39,0 %	17,1 %	100 %

10	<i>I try to guess what the content of the text is about when I read</i>	Fourth semesters	Number	2	2	24	34	12	74
			Percent	2,7%	2,7%	32,4 %	45,9 %	16,2 %	100 %
		Eighth semesters	Number	0	7	25	33	17	82
			Percent	0%	8,5%	30,5 %	40,2 %	20,7 %	100 %
11	<i>I check to see if my guesses about the text are right or wrong</i>	Fourth semesters	Number	1	5	28	31	9	74
			Percent	1,4%	6,8%	37,8 %	41,9 %	12,2 %	100 %
		Eighth semesters	Number	0	11	31	26	14	82
			percent	0%	13,4 %	37,8 %	31,7 %	17,1 %	100 %
12	<i>I critically analyze and evaluate the information presented in the text rather than passively accept everything</i>	Fourth semesters	Number	1	5	28	31	9	74
			percent	1,4%	6,8%	37,8 %	41,9 %	12,2 %	100 %
		Eighth semesters	Number	3	18	33	21	7	82
			Percent	3,7%	22,0 %	40,2 %	25,6 %	8,5%	100 %
13	<i>I read slowly and carefully to make sure I understand what I read</i>	Fourth semesters	Number	4	5	21	25	19	74
			Percent	5,4%	6,8%	28,4 %	33,8 %	25,7 %	100 %
		Eighth semesters	Number	1	7	31	33	10	82
			Percent	1,2%	8,5%	37,8 %	40,2 %	12,2 %	100 %
14	<i>I adjust my reading speed according to what I am reading</i>	Fourth semesters	Number	2	8	38	22	4	74
			Percent	2,7%	10,8 %	51,4 %	29,7 %	5,4%	100 %
		Eighth semesters	Number	1	13	35	28	5	82
			Percent	1,2%	15,9 %	42,7 %	34,1 %	6,1%	100 %
15	<i>I stop from time to time and think</i>	Fourth semesters	Number	3	12	32	22	5	74
			Percent	4,1%	16,2 %	43,2 %	29,7 %	6,8%	100 %

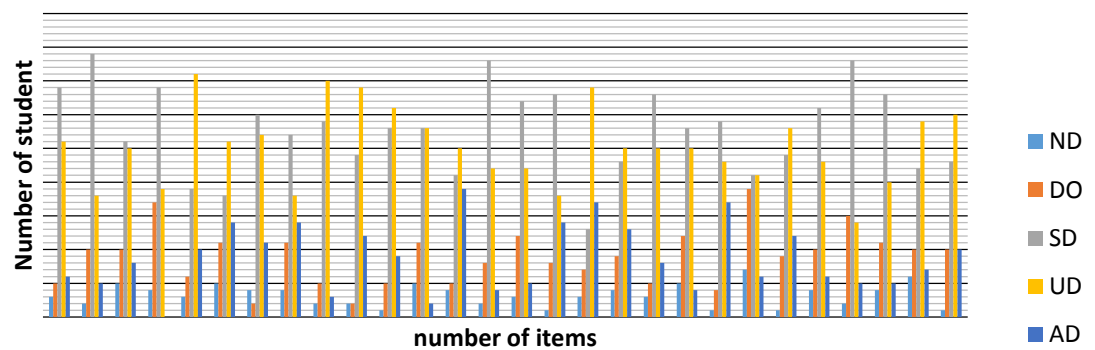


	<i>about what I am reading</i>	Eighth semesters	Number	1	11	30	29	11	82
			Percent	1,2%	13,4 %	36,6 %	35,4 %	13,4 %	100 %
16	<i>I try to picture or visualize information to help remember what I read</i>	Fourth semesters	Number	1	8	33	18	14	74
			Percent	1,4%	10,8 %	44,6 %	24,3 %	18,9 %	100 %
		Eighth semesters	Number	1	12	33	24	12	82
			Percent	1,2%	14,6 %	40,2 %	29,3 %	14,6 %	100 %
17	<i>When text becomes difficult, I re-read it to increase my understanding</i>	Fourth semesters	Number	3	7	13	34	17	74
			Percent	4,1%	9,5%	17,6 %	45,9 %	23,0 %	100 %
		Eighth semesters	Number	1	7	26	31	17	82
			Percent	1,2%	8,5%	31,7 %	37,8 %	20,7 %	100 %
18	<i>When I read, I guess the meaning of unknown words or phrases</i>	Fourth semesters	Number	4	9	23	25	13	74
			Percent	5,4%	12,2 %	31,1 %	33,8 %	17,6 %	100 %
		Eighth semesters	Number	1	7	24	33	17	82
			Percent	1,2%	8,5%	29,3 %	40,2 %	20,7 %	100 %
19	<i>I try to get back on track when I lose</i>	Fourth semesters	Number	3	5	33	25	8	74
			Percent	4,1%	6,8%	44,6 %	33,8 %	10,8 %	100 %
		Eighth semesters	Number	0	6	19	36	21	82
			Percent	0%	7,3%	23,2 %	43,9 %	25,6 %	100 %
20	<i>I take note of the key expressions and ideas while reading to help me understand what I read</i>	Fourth semesters	Number	5	12	28	25	4	74
			Percent	6,8%	16,2 %	37,8 %	33,8 %	5,4%	100 %
		Eighth semesters	Number	1	10	41	29	1	82
			Percent	1,2%	12,2 %	50,0 %	35,4 %	1,2%	100 %
21	<i>I underline or circle</i>	Fourth semesters	Number	1	4	29	23	17	74
			Percent	1,4%	5,4%	39,2	31,1	23,0	100

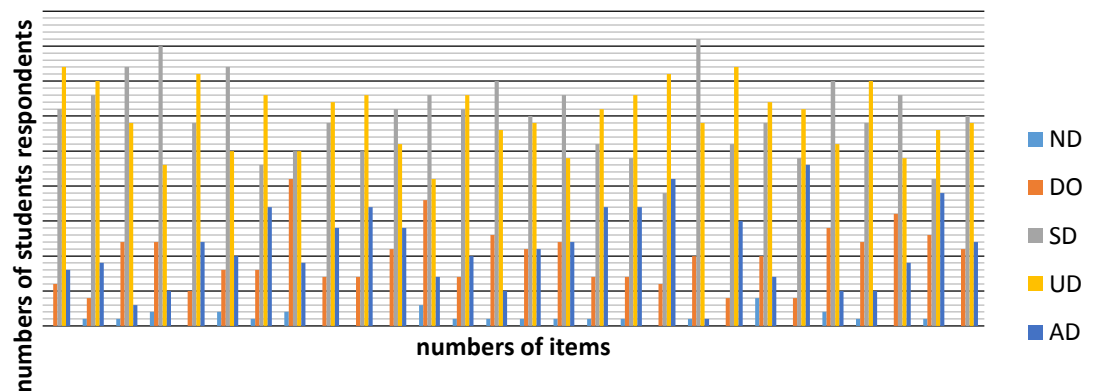
	<i>information in the text to help me remember it</i>					%	%	%	%
		Eighth semesters	Number	0	4	26	37	15	82
			Percent	0%	4,9%	31,7%	45,1%	18,3%	100%
22	<i>When text becomes difficult, I read aloud to help me understand what I read</i>	Fourth semesters	Number	7	19	21	21	6	74
			Percent	9,5%	25,7%	28,4%	28,4%	8,1%	100%
		Eighth semesters	Number	4	10	29	32	7	82
			Percent	4,9%	12,2%	35,4%	39,0%	8,5%	100%
23	<i>I use reference materials(ex: a dictionary) to help me understand what I read</i>	Fourth semesters	Number	1	9	24	28	12	74
			Percent	1,4%	12,2%	32,4%	37,8%	16,2%	100%
		Eighth semesters	Number	0	4	24	31	23	82
			Percent	0%	4,9%	29,3%	37,8%	28,0%	100%
24	<i>I paraphrase(restate ideas in my own words) to better understand what I read</i>	Fourth semesters	Number	4	10	31	23	6	74
			Percent	5,4%	13,5%	41,9%	31,1%	8,1%	100%
		Eighth semesters	Number	2	14	35	26	5	82
			percent	2,4%	17,1%	42,7%	31,7%	6,1%	100%
25	<i>I go back and forth in the text to find relationships among ideas in it</i>	Fourth semesters	Number	2	15	38	14	5	74
			Percent	2,7%	20,3%	51,4%	18,9%	6,8%	100%
		Eighth semesters	Number	1	12	29	35	5	82
			Percent	1,2%	14,6%	35,4%	42,7%	6,1%	100%
26	<i>I ask myself questions I like to have answered in text</i>	Fourth semesters	Number	5	11	33	20	5	74
			Percent	6,8%	14,9%	44,6%	27,0%	6,8%	100%
		Eighth semesters	Number	0	16	33	24	9	82
			percent	0%	19,5%	40,2%	29,3%	11,0%	100%
27	<i>when</i>	Fourth	Number	6	10	22	29	7	74

	<i>reading, I translate from English into my native language</i>	semesters	Percent	8,1%	13,5 %	29,7 %	39,2 %	9,5%	100 %
		Eighth semesters	Number	1	13	21	28	19	82
			Percent	1,2%	15,9 %	25,6 %	34,1 %	23,2 %	100 %
28	<i>When reading, I think about information in both English and my mother tongue</i>	Fourth semesters	Number	1	10	23	30	10	74
			Percent	1,4%	13,5 %	31,1 %	40,5 %	13,5 %	100 %
		Eighth semesters	Number	0	11	30	29	12	82
			percent	0%	13,4 %	36,6 %	35,4 %	14,6 %	100 %

Based on the table 4.6 above the questionnaire result of percentage fourth and eighth semesters students. The good response all of the items are eighth semester students because the students *usually used* reading strategy and the fourth semester students *sometimes used* reading strategy. The result of respond reading strategy use by fourth semester students in the chart 4.7 below :

**Chart 4.7****Result of respond reading strategy use by Fourth semesters students**

It could be seen from chart 4.7 above that students' reading strategy use of fourth semesters students sometimes used strategy in teaching reading.

**Chart 4.8****Result of respond reading strategy use by Eighth semesters students**

It could be seen from chart 4.8 above that students' reading strategy use of eighth semesters students usually used strategy in teaching reading.

## 2. The Comparison Result of Questionnaire Students' Metacognitive Strategy Use by Fourth and eighth Semester Students

### a. The Comparison Result of Questionnaire Metacognitive Strategies

The questionnaire result had been conducted at fourth semester students with the number of student 74 students and eighth semester students with the number of student 82 students. The questionnaire result of students' metacognitive strategies use were presented in table 4.9

**Table 4.9**  
**The Questionnaire Result of Students' Responds in Fourth Semester Students**

No	code of respondents	Global strategies			Problem-solving strategies			Support strategies		
		score	mean	level	score	mean	level	score	mean	Level
1	SH	42	3.50	H	21	3.00	M	32	3.56	H
2	NAF	42	3.50	H	28	4.00	H	33	3.67	H
3	M	44	3.67	H	23	3.29	M	35	3.89	H
4	EA	43	3.58	H	24	3.43	M	31	3.44	M
5	NL	28	2.33	M	18	2.57	M	17	1.89	M
6	MWP	41	3.42	M	24	3.43	M	27	3.00	M
7	MW	43	3.58	H	24	3.43	M	35	3.89	H
8	S	43	3.58	H	24	3.43	M	35	3.89	H
9	KH	42	3.50	H	24	3.43	M	30	3.33	M
10	WI	44	3.67	H	25	3.57	H	31	3.44	M
11	AL	33	2.75	M	25	3.57	H	31	3.44	M
12	SS	36	3.00	M	20	2.86	M	24	2.67	M
13	NH	29	2.42	M	18	2.57	M	24	2.67	M
14	SW	43	3.58	H	27	3.86	H	30	3.33	M
15	MS	48	4.00	H	27	3.86	H	40	4.44	H
16	MZ	44	3.67	H	24	3.43	H	30	3.33	M
17	MT	46	3.83	H	30	4.29	H	39	4.33	H
18	HO	44	3.67	H	20	2.86	M	28	3.11	M
19	SWD	41	3.42	M	21	3.00	M	28	3.11	M

20	HOK	39	3.25	M	26	3.71	H	31	3.44	M
21	NDJ	45	3.75	H	25	3.57	H	33	3.67	H
22	MR	40	3.33	M	23	3.29	M	33	3.67	H
23	DS	39	3.25	M	20	2.86	M	31	3.44	M
24	MU	42	3.50	H	23	3.29	M	31	3.44	M
25	AP	41	3.42	M	22	3.14	M	36	4.00	H
26	SR	41	3.42	M	31	4.43	H	31	3.44	M
27	RM	41	3.42	M	26	3.71	H	24	2.67	M
28	SSB	40	3.33	M	20	2.86	M	32	3.56	H
29	APP	43	3.58	H	21	3.00	M	24	2.67	M
30	LAR	50	4.17	H	32	4.57	H	33	3.67	H
31	NLF	37	3.08	M	16	2.29	M	24	2.67	M
32	APT	43	3.58	H	25	3.57	H	34	3.78	H
33	TKW	41	3.42	M	28	4.00	H	27	3.00	M
34	NTS	40	3.33	M	13	1.86	M	18	2.00	M
35	NRL	42	3.50	H	24	3.43	M	31	3.44	M
36	ADP	42	3.50	H	24	3.43	M	30	3.33	M
37	RAN	50	4.17	H	24	3.43	M	32	3.56	H
38	RRD	43	3.58	H	25	3.57	H	32	3.56	H
39	WMK	49	4.08	H	33	4.71	H	42	4.67	H
40	NIV	38	3.17	M	28	4.00	H	25	2.78	M
41	SK	41	3.42	M	23	3.29	M	32	3.56	H
42	ER	36	3.00	M	23	3.29	M	27	3.00	M
43	SAM	54	4.50	H	32	4.57	H	34	3.78	H
44	CK	27	2.25	M	21	3.00	M	23	2.56	M
45	RM	36	3.00	M	26	3.71	H	24	2.67	M
46	NR	33	2.75	M	17	2.43	M	23	2.56	M
47	KA	35	2.92	M	24	3.43	M	27	3.00	M
48	TW	37	3.08	M	24	3.43	M	27	3.00	M
49	RA	18	1.50	M	10	1.43	L	15	1.67	M
50	TRW	20	1.67	M	14	2.00	M	19	2.11	M
51	WDY	42	3.50	M	24	3.43	M	31	3.44	M
52	IL	33	2.75	M	21	3.00	M	27	3.00	M
53	RY	37	3.08	M	19	2.71	M	29	3.22	M
54	SW	36	3.00	M	24	3.43	M	29	3.22	M
55	AM	38	3.17	M	26	3.71	H	29	3.22	M
56	RJ	50	4.17	H	27	3.86	H	33	3.67	H
57	MSA	48	4.00	H	24	3.43	M	35	3.89	H
58	NSP	50	4.17	H	31	4.43	H	36	4.00	H

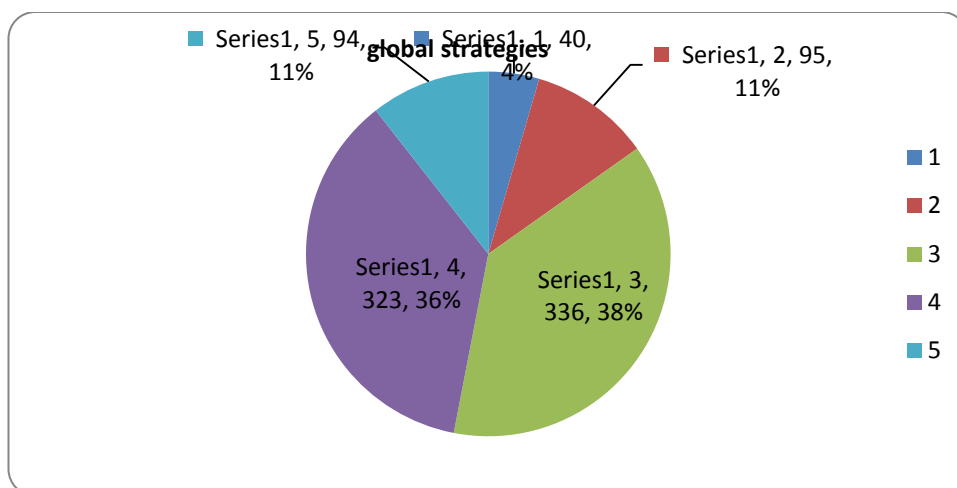
59	NJ	36	3.00	M	27	3.86	H	22	2.44	M
60	NNJ	30	2.50	M	22	3.14	M	22	2.44	M
61	FDP	46	3.83	H	35	5.00	H	36	4.00	H
62	ABM	36	3.00	M	19	2.71	M	27	3.00	M
63	AKU	37	3.08	M	24	3.43	M	26	2.89	M
64	NBY	30	2.50	M	17	2.43	M	19	2.11	M
65	LO	39	3.25	M	30	4.29	H	33	3.67	H
66	HD	46	3.83	H	28	4.00	H	36	4.00	H
67	NHS	51	4.25	H	27	3.86	H	35	3.89	H
68	NND	40	3.33	M	26	3.71	H	23	2.56	M
69	AY	53	4.42	H	33	4.71	H	39	4.33	H
70	RFS	47	3.92	H	26	3.71	H	31	3.44	M
71	RRD	43	3.58	H	27	3.86	H	28	3.11	M
72	NHL	42	3.50	H	35	5.00	H	40	4.44	H
73	SGT	47	3.92	H	26	3.71	H	32	3.56	H
74	MA	44	3.67	H	23	3.29	M	28	3.11	M
	<b>Min</b>	<b>18</b>	<b>1.50</b>		<b>10</b>	<b>1.43</b>		<b>15</b>	<b>1.67</b>	
	<b>Max</b>	<b>54</b>	<b>4.50</b>		<b>35</b>	<b>5.00</b>		<b>42</b>	<b>4.67</b>	
	<b>Mean</b>	<b>40.54</b>	<b>3.38</b>	<b>M</b>	<b>24.20</b>	<b>3.46</b>	<b>M</b>	<b>29.61</b>	<b>3.29</b>	<b>M</b>

Based on the table 4.9, it could be described that students' questionnaire result in fourth semester students used global strategies with min 18, max 54, mean result 40.54, there were 38 students in the Medium level with percentage 51.35% and 36 students in the high level with percentage 48.65%. In the problem-solving strategies with min 10, max 35, mean result 24.20, there were 40 students showed in the Medium level with percentage 54.05%, 33 students in the high level with percentage 44.59% and 1 student in the low level with percentage 1.35%. Support strategy with min 15, max 42, mean result 29.61. There were 46 students in the medium level with percentage 62.16% and 28 students in the high level with percentage 37.84%. It could be concluded that the students' reading strategy result of fourth semesters students *sometimes* use global strategies, problem-

solving strategies and support strategies. The percentage students' respond in global strategies use by fourth semester students, presented in figure 4.10 below:

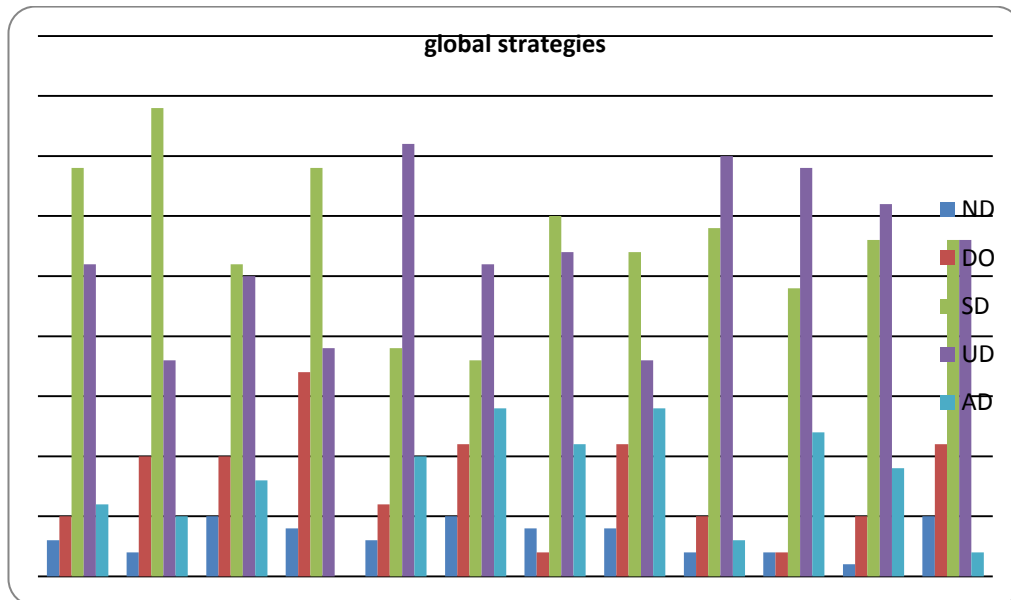
**Figure 4.10**

**The Percentage Students' Respond in Global Strategies**



Based on the figure 4.10 above the questionnaire result of percentage fourth semesters students response, the response of students to global strategies in statement (1) *I never or almost never do this*, 4% students response, (2) *I do this only occasionally*, 11% students response, (3) *I sometimes do this*, 38% students response, (4) *I usually do this*, 36% students response, (5) *I always or almost do this*, 11% students response. The questionnaire result of percentage fourth semester students *sometimes used* global strategies. The students' respond in global strategies use by fourth semester students, presented in chart 4.11 below:

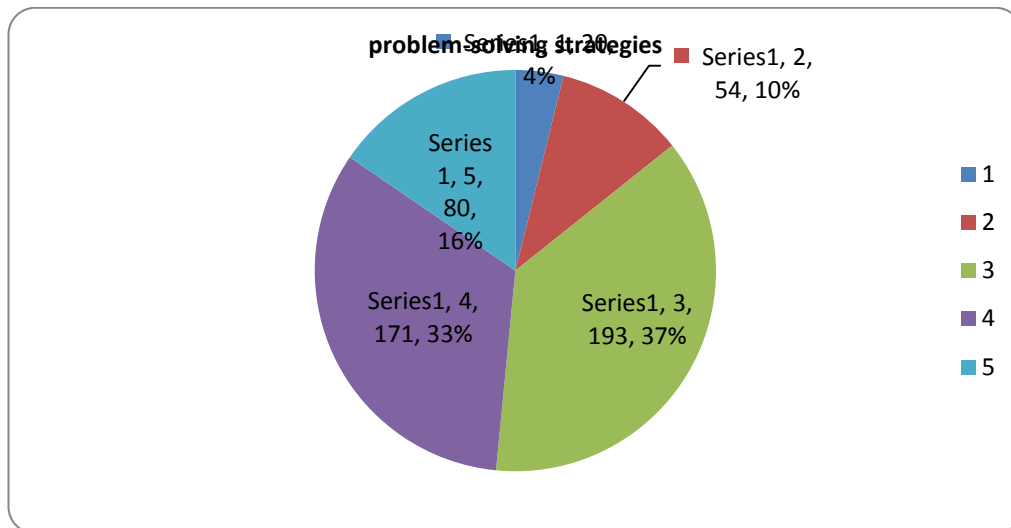


**Chart 4.11****The Students' Respond in Global Strategies**

It could be seen from chart 4.11 above that students' reading strategy use of fourth semesters students sometimes used global strategy in teaching reading. The percentage students' respond in problem-solving strategies use by fourth semester students, presented in figure 4.12 below:

Figure 4.12

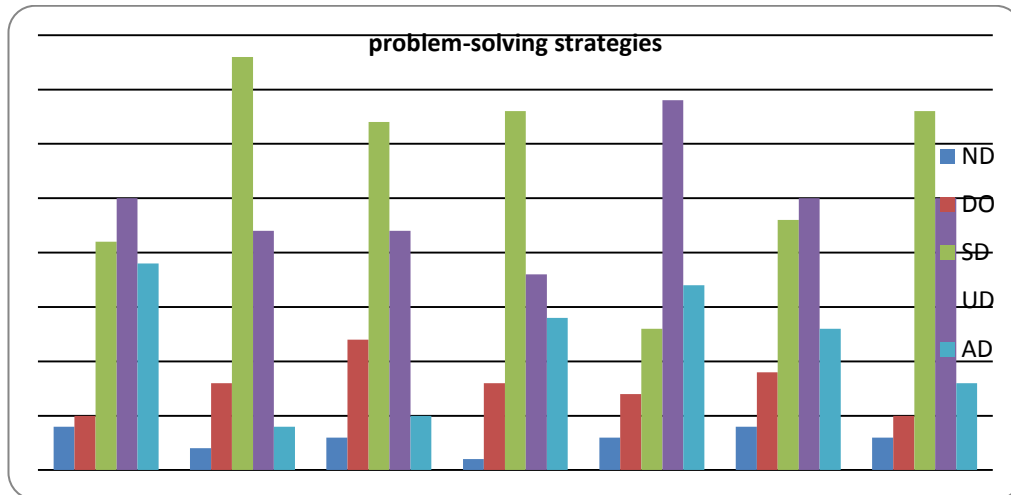
## The Percentage Students' Respond in Problem-Solving Strategies



Based on the figure 4.12 above the questionnaire result of percentage fourth semesters students response, the response of students to problem-solving strategies in statement (1) *I never or almost never do this*, 4% students response, (2) *I do this only occasionally*, 10% students response, (3) *I sometimes do this*, 37% students response, (4) *I usually do this*, 33% students response, (5) *I always or almost do this*, 16% students response. The questionnaire result of percentage fourth semester students *sometimes used* problem-solving strategies. The students' respond in problem-solving strategies use by fourth semester students, presented in chart 4.13 below:

Chart 4.13

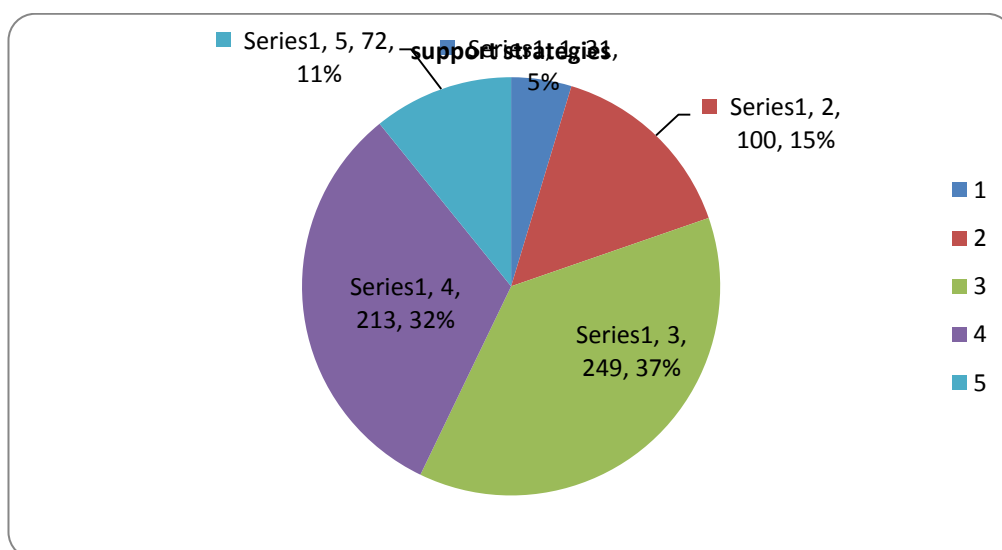
### The Students' Respond in Problem-Solving Strategies



It could be seen from chart 4.13 above that students' reading strategy use of fourth semesters students sometimes used problem-solving strategy in teaching reading. The percentage students' respond in support strategies use by fourth semester students, presented in figure 4.14 below:

Figure 4.14

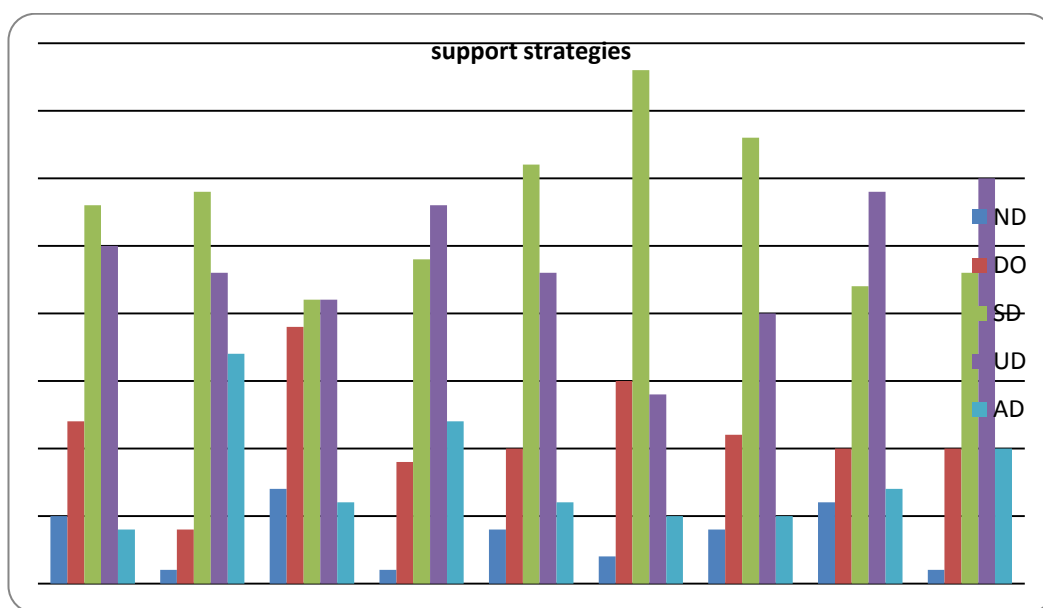
### The Percentage Students' Respond in Support Strategies



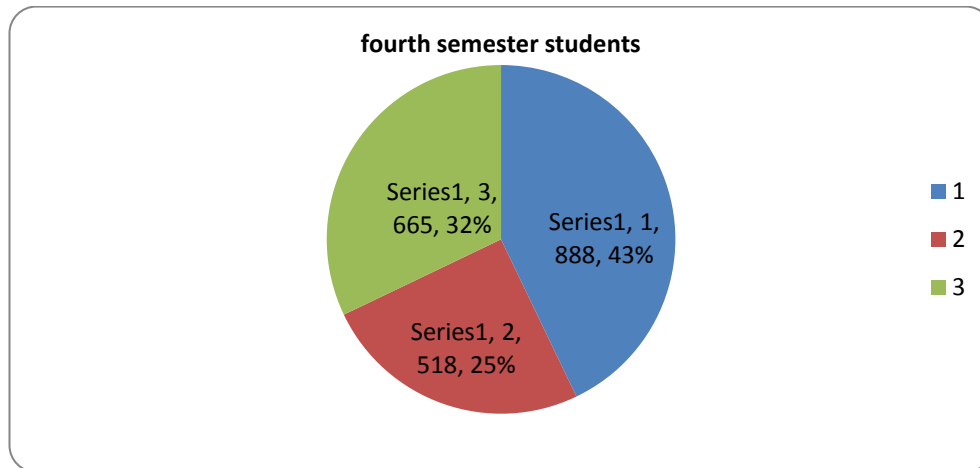
Based on the figure 4.14 above the questionnaire result of percentage fourth semesters students response, the response of students to support strategies in statement (1) *I never or almost never do this*, 5% students response, (2) *I do this only occasionally*, 15% students response, (3) *I sometimes do this*, 37% students response, (4) *I usually do this*, 32% students response, (5) *I always or almost do this*, 11% students response. The questionnaire result of percentage fourth semester students *sometimes used* support strategies. The students' respond in support strategies use by fourth semester students, presented in chart 4.15 below:

**Chart 4.15**

**The Students' Respond in Support Strategies**



It could be seen from chart 4.15 above that students' reading strategy use of fourth semesters students sometimes used support strategy in teaching reading. The percentage students' respond in metacognitive strategies use by fourth semester students, presented in figure 4.16 below

**Figure 4.16****The Percentage Students' Respond in Metacognitive**

Based on the figure 4.16 above the questionnaire result of percentage fourth semesters students response, the response of the students in statement (1) *global strategies*, 43% students response, (2) *problem-solving strategies*, 25% students response, (3) *support strategies*, 32% students response. The questionnaire result of percentage fourth semester student used global strategies

The questionnaire result of the students metacognitive strategies use by eighth semester students presented in table 4.17 below:

**Table 4.17****The Questionnaire Result of Students' Responds in Eighth Semester Students**

No	code of respondents	Global strategies			Problem-solving strategies			Support strategies		
		score	mean	level	score	mean	level	score	mean	Level
1	IHH	55	4.58	H	32	4.57	H	38	4.22	H
2	YS	40	3.33	M	22	3.14	M	30	3.33	M
3	MPR	59	4.92	H	35	5.00	H	45	5.00	H
4	AKW	33	2.75	M	26	3.71	H	24	2.67	M
5	FAS	54	4.50	H	32	4.57	H	35	3.89	H

6	RAS	47	3.92	H	27	3.86	H	36	4.00	H
7	HRH	38	3.17	M	24	3.43	M	30	3.33	M
8	MYN	39	3.25	M	23	3.29	M	28	3.11	M
9	WN	42	3.50	H	25	3.57	H	36	4.00	H
10	PRY	37	3.08	M	19	2.71	M	24	2.67	M
11	LSR	41	3.42	M	24	3.43	M	31	3.44	M
12	NLN	32	2.67	M	22	3.14	M	27	3.00	M
13	SDK	37	3.08	M	25	3.57	H	27	3.00	M
14	UQL	38	3.17	M	28	4.00	H	31	3.44	M
15	FRF	48	4.00	H	27	3.86	H	34	3.78	H
16	YBS	35	2.92	M	20	2.86	M	30	3.33	M
17	ERH	48	4.00	H	30	4.29	H	33	3.67	H
18	TYT	46	3.83	H	27	3.86	M	37	4.11	H
19	KRH	38	3.17	M	20	2.86	M	25	2.78	M
20	NIS	40	3.33	M	24	3.43	M	31	3.44	M
21	LIS	40	3.33	M	25	3.57	H	31	3.44	M
22	MIS	41	3.42	M	24	3.43	M	31	3.44	M
23	MNI	38	3.17	M	23	3.29	M	30	3.33	M
24	SMA	42	3.50	H	24	3.43	M	31	3.44	M
25	SLA	34	2.83	M	22	3.14	M	29	3.22	M
26	MRI	43	3.58	H	29	4.14	H	34	3.78	H
27	MKH	33	2.75	M	22	3.14	M	29	3.22	M
28	SFA	45	3.75	H	25	3.57	H	31	3.44	M
29	AHS	46	3.83	H	24	3.43	M	29	3.22	M
30	FRM	35	2.92	M	22	3.14	M	26	2.89	M
31	DA	40	3.33	M	22	3.14	M	29	3.22	M
32	NIQ	41	3.42	M	21	3.00	M	27	3.00	M
33	VIW	36	3.00	M	23	3.29	M	30	3.33	M
34	DRD	37	3.08	M	22	3.14	M	28	3.11	M
35	DYM	45	3.75	H	26	3.71	H	37	4.11	H
36	MHL	36	3.00	M	22	3.14	M	27	3.00	M
37	AKS	24	2.00	M	18	2.57	M	22	2.44	M
38	ATJ	42	3.50	H	23	3.29	M	27	3.00	M
39	AWD	40	3.33	M	25	3.57	H	30	3.33	M
40	NPS	41	3.42	M	25	3.57	H	28	3.11	M
41	FAN	41	3.42	M	25	3.57	H	28	3.11	M
42	NAU	41	3.42	M	23	3.29	M	30	3.33	M
43	DKW	35	2.92	M	21	3.00	M	27	3.00	M
44	PSW	36	3.00	M	23	3.29	M	23	2.56	M



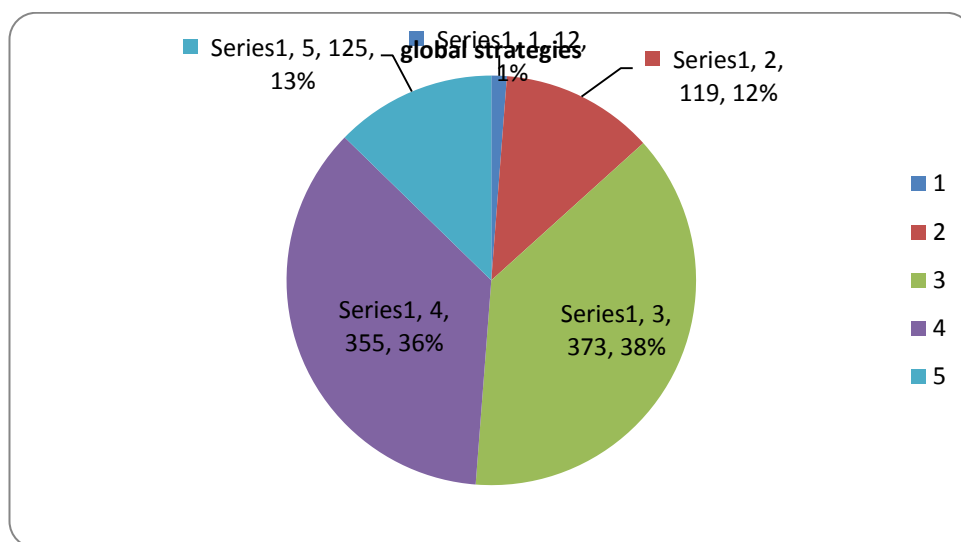
	<b>min</b>	<b>24</b>	<b>2.00</b>		<b>18</b>	<b>2.57</b>		<b>22</b>	<b>2.44</b>	
	<b>max</b>	<b>59</b>	<b>4.92</b>		<b>35</b>	<b>5.00</b>		<b>45</b>	<b>5.00</b>	
	<b>mean</b>	<b>41.68</b>	<b>3.47</b>	<b>M</b>	<b>24.96</b>	<b>3.57</b>	<b>H</b>	<b>31.28</b>	<b>3.48</b>	<b>M</b>

Based on the table 4.17, it could be described that students' questionnaire result in eighth semester students used global strategies with min 24, max 59, mean result 41.68, there were 35 students in the Medium level with percentage 42.68% and 47 students in the high level with percentage 57.32%. In the problem-solving strategies with min 18, max 35, mean result 24.96, there were 39 students showed in the Medium level with percentage 47.56%, and 43 students in the high level with percentage 52.44%. Support strategy with min 22, max 45, mean result 31.28, there were 45 students in the medium level with percentage 54.88% and 37 students in the high level with percentage 45.12%. It could be concluded that the students' reading strategy result of eighth semesters students *usually used* problem-solving strategies, and the eighth students *sometimes used* global strategies, and support strategies. The tendency of the eighth semester students is problem-solving. The percentage students' respond in global strategies use by eighth semester students, presented in figure 4.18 below:

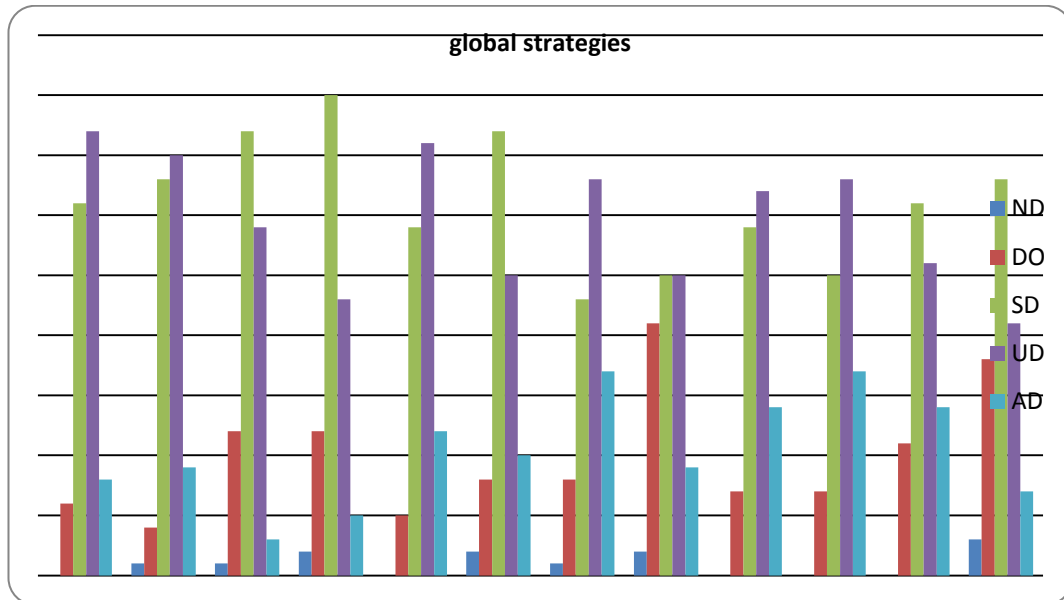


Figure 4.18

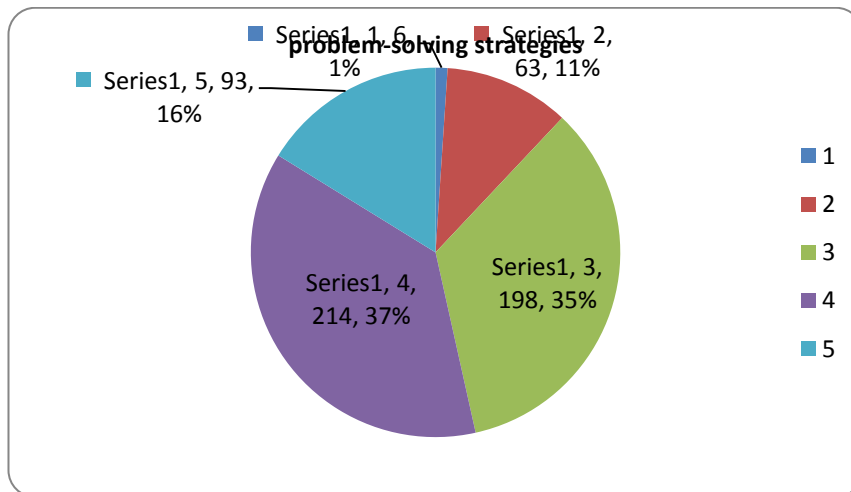
## The Percentage Students' Respond in Global Strategies



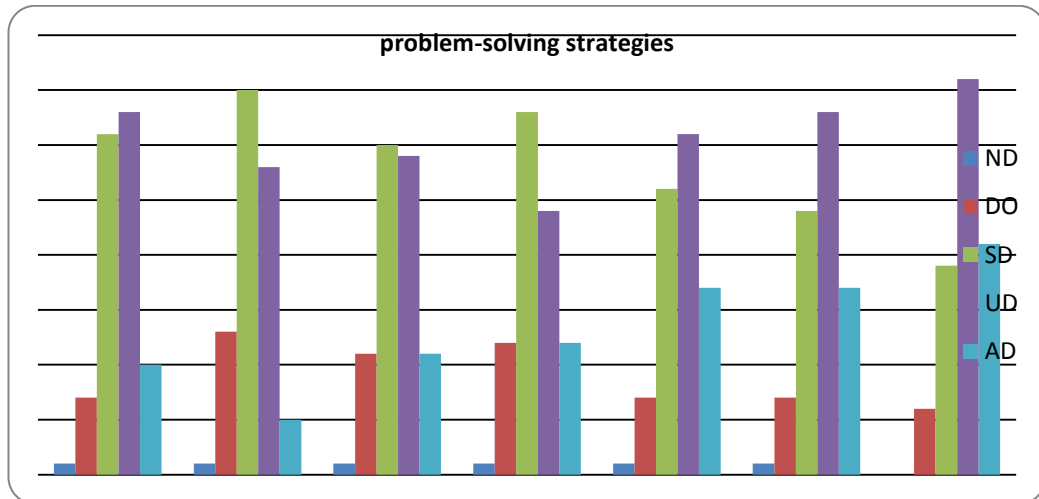
Based on the figure 4.18 above the questionnaire result of percentage fourth semesters students response, the response of students to global strategies in statement (1) *I never or almost never do this*, 1% students response, (2) *I do this only occasionally*, 12% students response, (3) *I sometimes do this*, 38% students response, (4) *I usually do this*, 36% students response, (5) *I always or almost do this*, 13% students response. The questionnaire result of percentage fourth semester students *sometimes used* global strategies. The students' respond in global strategies use by eighth semester students, presented in chart 4.19 below:

**Chart 4.19****The Students' Respond in Global Strategies**

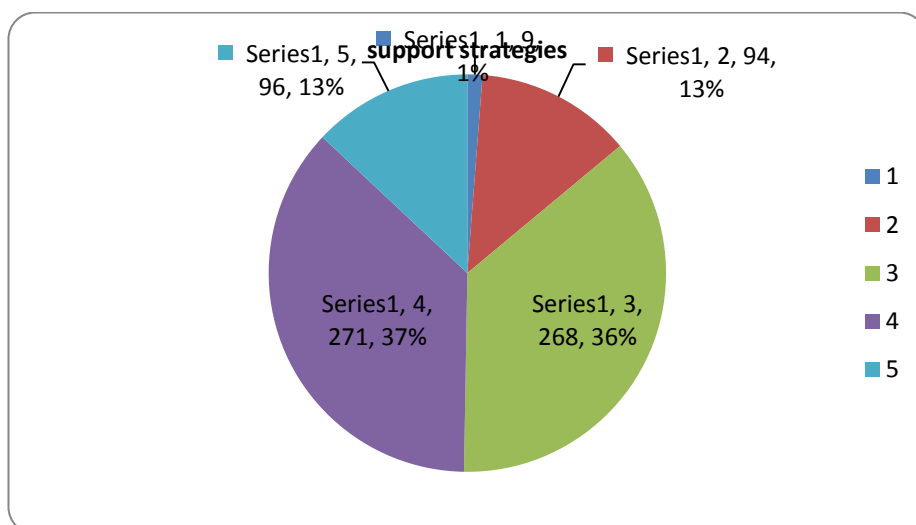
It could be seen from chart 4.19 above that students' reading strategy use of fourth semesters students sometimes used global strategy in teaching reading. The percentage students' respond in problem-solving strategies use by eighth semester students, presented in figure 4.20 below:

**Figure 4.20****The Percentage Students' Respond in Problem-Solving Strategies**

Based on the figure 4.20 above the questionnaire result of percentage fourth semesters students response, the response of students to problem-solving strategies in statement (1) *I never or almost never do this*, 1% students response, (2) *I do this only occasionally*, 11% students response, (3) *I sometimes do this*, 35% students response, (4) *I usually do this*, 37% students response, (5) *I always or almost do this*, 16% students response. The questionnaire result of percentage fourth semester students *usually used* problem-solving strategies. The students' respond in problem-solving strategies use by eighth semester students, presented in chart 4.21 below:

**Chart 4.21****The Students' Respond in Problem-Solving Strategies**

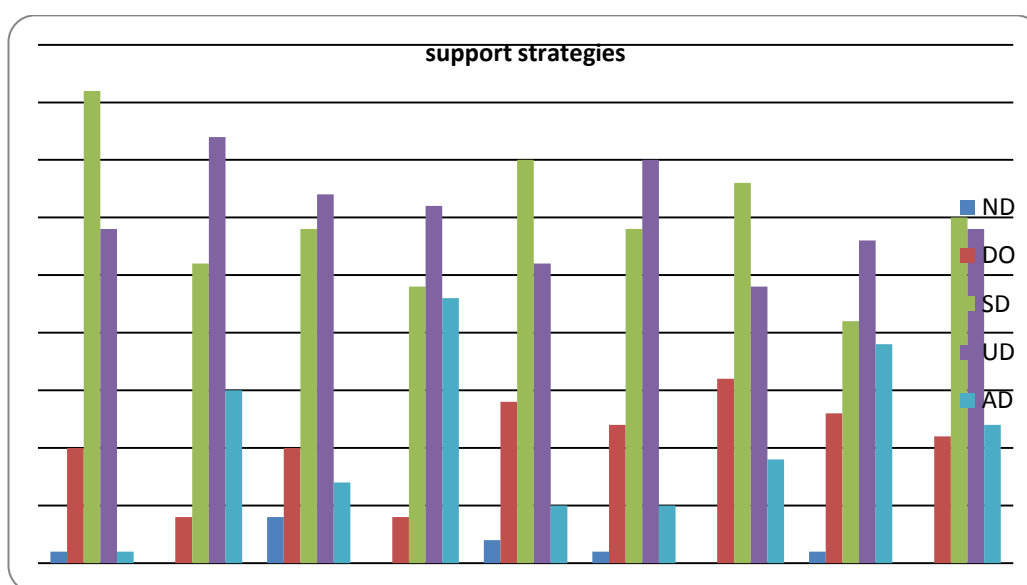
It could be seen from chart 4.21 above that students' reading strategy use of fourth semesters students usually used problem-solving strategy in teaching reading. The percentage students' respond in support strategies use by eighth semester students, presented in figure 4.22 below:

**Figure 4.22****The Percentage Students' Respond in Support Strategies**

Based on the figure 4.22 above the questionnaire result of percentage fourth semesters students response, the response of students to support strategies in statement (1) *I never or almost never do this*, 1% students response, (2) *I do this only occasionally*, 13% students response, (3) *I sometimes do this*, 36% students response, (4) *I usually do this*, 37% students response, (5) *I always or almost do this*, 13% students response. The questionnaire result of percentage fourth semester students *usually used* support strategies. The students' respond in support strategies use by eighth semester students, presented in chart 4.23 below:

**Chart 4.23**

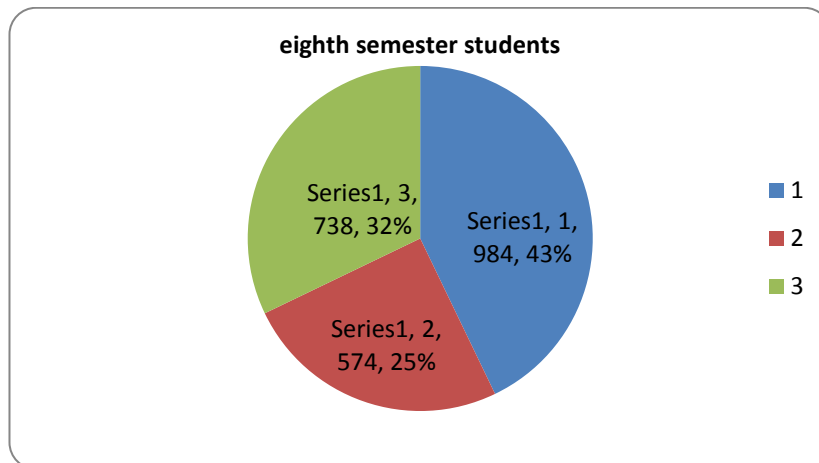
**The Students' Respond in Support Strategies**



It could be seen from chart 4.23 above that students' reading strategy use of fourth semesters students usually used support strategy in teaching reading. The percentage students' respond in metacognitive strategies use by fourth semester students, presented in figure 4.24 below:

Figure 4.24

### The Percentage Students' Respond in Metacognitive Strategies



Based on the figure 4.24 above the questionnaire result of percentage fourth semesters students response, the response of students in statement (1) *global strategies*, 43% students response, (2) *problem-solving strategies*, 25% students response, (3) *support strategies*, 32% students response. The questionnaire result of percentage fourth semester student used global strategies. Based on figure and chart above the fourth and eighth semester students, there is no difference strategies they used in reading a text. They were tendency used global strategies for reading a text.

## B. Result of the data

### 1. Normality Test

In this study, the writer used One-Sample Kolmogorov-Smirnov Test to test the normality.

- a. Normality test of Questionnaire Students' Reading Strategy Use of the fourth and eighth semester students.

**One-Sample Kolmogorov-Smirnov Test**

		Fourth semesters	Eighth semesters
N		74	82
Normal Parameters <sup>a,b</sup>	Mean	94.35	97.93
	Std. Deviation	15.484	12.530
Most Extreme Differences	Absolute	.097	.095
	Positive	.072	.095
	Negative	-.097	-.064
Kolmogorov-Smirnov Z		.837	.862
Asymp. Sig. (2-tailed)		.486	.447

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation used SPSS 18 program, the asymptotic significance normality of fourth semesters students was 0.486 and eighth semesters students 0.447. Then the normality both of semesters was consulted with table of Kolmogorov- Smirnov with the level of significance 5% ( $\alpha=0.05$ ). Because asymptotic significance of fourth semesters students =  $0.486 \geq \alpha = 0.05$ , and asymptotic significance of eighth semesters students =  $0.447 \geq \alpha = 0.05$ . It could be concluded that the data was normal distribution.

## 2. Homogeneity test

- a. Homogeneity test of Questionnaire Students' Reading Strategy Use of the fourth and eighth semester students.

In this study, the writer used Levene Test Statistic to test the homogeneity of variance.

Test of Homogeneity of Variances			
Total			
Levene Statistic	df1	df2	Sig.
1.007	1	154	.317

Based on the calculating used SPSS 18.0 program, the data showed the significance was 0.317. The significant of the levene test statistic was higher than 0.05 ( $0.317 > 0.05$ ). It could be concluded that data were the homogeneity.

### 3. Testing hypothesis

#### a. Testing Hypothesis using manual Calculation

The writer used t test formula to examine hypothesis, before the writer examined hypothesis, the writer tabulated the score of standard deviation and standard error.

Group Statistics					
Semesters		N	Mean	Std. Deviation	Std. Error Mean
jumlah	fourth semesters	74	94.35	15.484	1.800
	eighth semesters	82	97.93	12.530	1.384

Based on the table above, it saw that the result of the standard deviation calculation of fourth semester students was 15.484 and the result of the standard error was 1.800. Meanwhile, the result of the standard deviation calculation eighth semester students was 12.530 and the result of the standard error was 1.384. Before, the writer examined the hypothesis; the writer calculation the standard error of mean of difference. The writer used the formula as follow:



$$\begin{aligned}
SEm1 - SEm2 &= \sqrt{SEm1^2 + SEm2^2} \\
&= \sqrt{1.800^2 + 1.348^2} \\
&= \sqrt{3.24 + 1.91} \\
&= \sqrt{5.15} \\
&= 2.26936114 = 2.269
\end{aligned}$$

Then, to examine the hypothesis, the writer used the formula as follow:

$$\begin{aligned}
to &= \frac{M1 - M2}{SEm1 - SEm2} \\
&= \frac{94.35 - 97.93}{2.269} \\
&= \frac{-3.58}{2.269} \\
&= -1.577
\end{aligned}$$

Next, the writer accounted degree of freedom (df) with the formula as follow:

$$\begin{aligned}
df &= (N1 + N2 - 2) \\
&= (74 + 82 - 2) \\
&= 154
\end{aligned}$$

After that, the writer interpreted the result of t test. To know the hypothesis was accepted or rejected, the writer used the criterion as follow:

If  $t\text{-test} \geq t_{\text{table}}$ , it meant  $H_a$  was accepted and  $H_o$  was rejected.

If  $t\text{-test} \leq t_{\text{table}}$ , it meant  $H_a$  was rejected and  $H_o$  was accepted.

The next step, the writer tabulated the result of the t test calculation into table 4.9 as follows:

**Table 4.25**

**The Result of T Test Using Manual Calculation**

T Observed	T table		Df
	5%	1%	
-1.577	1.59	2.08	154

Based on the table above, it could be seen that the result of t test using manual calculation was 1.577 and the result of degree of freedom (df) calculation was 154. Then the result of t test was interpreted on the result of degree of freedom to get value of the  $t_{\text{table}}$ . It was found that  $t_{\text{observed}}$  was lower than  $t_{\text{table}}$  at 5% and 1% significance level ( $1.59 > 1.577 < 2.08$ ). It meant  $H_a$  was rejected and  $H_o$  was accepted.

- b. Testing hypothesis using calculation SPSS 18.0 statistic program was conducted in this study:

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
										Lower	Upper
F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference					
jumlah	Equal variances assumed	1.007	.317	-1.592	154	.113	-3.575	2.246	-8.013	.862	
	Equal variances not assumed			-1.575	140.540	.118	-3.575	2.270	-8.064	.913	

Based on SPSS 18.0 statistic program calculation, it is found the result of

$t_{\text{observed}} = 1.575$  is lower than  $t_{\text{table}} = 1.592$  the is significant of 5% and 2,08 the is significant level of 1%. T can be interpreted that alternative hypothesis ( $H_a$ ) is rejected. It means the students who used reading strategy not significant difference between fourth and eighth semester students.

### C. Discussion

The result of analysis showed that was not significant difference reading strategies used by fourth and eighth semester students at English Education Study Program in IAIN Palangka Raya. The data showed that there were fourth and eighth semesters students with not significant, it was found that  $t_{\text{observed}}$  was lower than  $t_{\text{table}}$  at 5% and 1% significance level ( $1.59 > 1.577 < 2.08$ ). Although there was no significant difference, based on the questionnaire there are difference result between the eighth semester students and the fourth semester students used reading strategy. The eighth semester

students are better than the fourth semester students, look in page 57. In addition, the fourth semester students in English Education Study Program who are learn about reading subjects and eighth semester students in English Education study program who have taken reading subject from the first semester until the fourth semester should have the ability in reading comprehension well.

Mokhtari and Sheorey stated that was developed to measure the metacognitive awareness and perceived use of reading strategies of adolescent and adult learners of English as a second language (ESL) “while reading school related materials in English”.<sup>47</sup> Then, Lawrence Jun Zhang results of his research. The results showed that the students reported using the 3 categories of strategies at a high-frequency level. Both the main effect for strategies and the main effect for learners’ proficiency were significant. The high-proficiency group outperformed the intermediate group and the low-proficiency group in 2 categories of reading strategies: global and problem-solving; but no statistically significant difference was found among the 3 proficiency groups in using support strategies.<sup>48</sup>

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<sup>47</sup> Kouider Mokhtari and Carla A. Reichard. 2002 *Assessing Students’ Metacognitive Awareness of Reading Strategies*..... p.5

<sup>48</sup> Lawrene jun zang. 2009. *Chinese senior high school EFL students’ metacognitive awareness and reading-strategy use*.....p. 1

## **CHAPTER V**

### **CLOSURE**

In this part, the writers give the conclusion and suggestion about the result of study. The conclusion of the study is to answer the problems of the research. The suggestion is expect to make better improvement and motivation for students and researcher relate with the reading strategy use by fourth and eighth semester students of English education study program at state Islamic.

#### **A. Conclusion**

Based on the calculation using T-test, the result showed there is no significant difference reading strategy between fourth and eighth semester students reading strategy use of English Education Study Program in IAIN Palangka Raya. The data showed that there is not significant level, it was found that  $t_{\text{observed}}$  was lower than  $t_{\text{table}}$  at 5% and 1% significance level ( $1.59 > 1.577 < 2.08$ ). Although, there not significant difference, but eighth semester students in English Education study program who have taken reading subject from the first semester until the fourth semester should have the ability in reading comprehension well than fourth semester students. We can see the difference from the questionnaire results fourth semester students mean = 3,37, they sometime used reading strategy in reading a text and eighth semester students mean = 3,50, they usually used reading strategy in reading a text.

## **B. Suggestion**

According to the conclusion of the research result, researcher would like to propose some suggestions for the students, teachers and the researchers as follow:

### **1. Students**

The students should read more article, journal, academic text to improve their reading ability. In particular for EFL college or university students, the ability to read academic texts is one of the most important skilled. Reading strategy is an important for help student to comprehend the text. So, the students can be easier to comprehend the article, journal, academic text.

### **2. Teachers**

It is recommend to teachers that reading strategy in teaching reading Subject one give better improvement to the process of teaching reading. So, reading subject can be easier in English learning.

### **3. Researchers**

In this study, the writers realize that design of the study is very simple. There are still many weaknesses that could be seen. Therefore, for next researchers who are further interest in developing this study on wide object and better design can improve this study, in order to support the results finding. The writer will approve to use this as a reference for furthermore research.

## REFERENCES

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